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MONTEREY, CALIFORNIA

THESIS

**NAVY ENLISTED RECRUITING: ALTERNATIVES FOR
IMPROVING RECRUITER PRODUCTIVITY**

by

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March 2013

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RECRUITER PRODUCTIVITY**

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Submitted in partial fulfillment of the
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ABSTRACT

This study examines the productivity of Navy enlisted recruiters and makes recommendations for improving Production per Recruiter (PPR). Specifically, this research focuses on two areas. First, the study reviews the initial assignment and training process for recruiters. Typically this process, known as the “on-boarding process,” takes eight months after initial assignment to basic ENlisted Recruiter Orientation (ENRO). The study evaluates how that process might be shortened by altering when a recruiter reports to initial training. The analysis examines whether it is possible to increase individual productivity with minimal to no increase in cost to the Navy. Second, the study examines the differences in recruiter productivity across Navy enlisted ratings to see whether sailors in some ratings tend to perform better than those in other ratings, in an effort to maximize labor efficiency. The results of the study suggest that some of the ratings that require higher cognitive ability, based on Armed Services Vocational Aptitude Battery (ASVAB) sub-scores, generally perform at a slightly higher level (PPR) than other ratings with lower cognitive ability requirements. Further research is recommended to fully quantify the cost of a rating screening process and understanding the differences in cognitive ability, the different cultures of each rating, and their correlation to recruiting performance.

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LIST OF ACRONYMS AND ABBREVIATIONS

AAA	American Automobile Association
ABE	Aviation Boatswain's Mate – Equipment
ABF	Aviation Boatswain's Mate – Fuels
ABH	Aviation Boatswain's Mate – Handling
ACDU	Active Duty
ACR	Assistant Chief Recruiter
AD	Aviation Detailers
ADMINO	Administration Officer
AE	Aviation Electrician's Mate
AFQT	Armed Forces Qualification Test
AM	Aviation Structural Mechanic
AME	Aviation Structural Mechanic – Equipment
AO	Assembling Objects
AO	Aviation Ordnanceman
A-OPS	Assistant Operations Officer
AR	Arithmetic Reasoning
AS	Auto Shop Information
AS	Aviation Specialist
Asst R-OPS	Assistant Recruiting Operations Officer
ASVAB	Armed Services Vocational Aptitude Battery
AT	Aviation Electronics Technician
AW	Aviation Warfare
BAS	Basic Allowance for Subsistence
BM	Boatswain's Mate
BRM	Basic Recruiter Module
BU	Builder
CANREC	Canvasser Recruiter
CAP	Command Advancement Program
CE	Construction Electrician
CM	Construction Mechanic

CMC	Command Master Chief
CNA	Center for Naval Analysis
CNRC	Commander Navy Recruiting Command
CO	Commanding Officer
COMNAVCRUITCOMINST	Commander Navy Recruiting Command Instruction
CR	Chief Recruiter
CRF	Career Recruiting Force
CS	Culinary Specialist
CT	Command Trainer
CTI	Cryptologic Technician – Interpretative
CTM	Cryptologic Technician – Maintenance
CTN	Cryptologic Technician – Networks
CTR	Cryptologic Technician – Collection
CTT	Cryptologic Technician – Technical
DC	Damage Controlman
DivLCPO	Division Leading Chief Petty Officer
DivO	Division Officer
DLCPO	Division Leading Chief Petty Officer
EACR	Enlisted Assistant Chief Recruiter
EGM	Enlisted Goaling Model
EI	Electronics Information
EM	Electricians Mate
EN	Engineman
ENRO	Enlisted Navy Recruiting Orientation
EO	Equipment Operator
EPA	Enlisted Programs Authorization
EPO	Enlisted Programs Officer
ESS	Education Services Specialist
ET	Electronics Technician
FC	Fire Controlman
FY	Fiscal Year
GM	Gunner’s Mate

GPA	Grade Point Average
GS	General Science
GSE	Gas Turbine Systems Technician – Electrical
GSM	Gas Turbine Systems Technician – Mechanical
HT	Hull Technician
HumRRO	Human Resources Research Organization
IC	Interior Communications Electrician
JAMRS	Joint Advertising Market Research & Studies
LCPO	Leading Chief Petty Officer
LPO	Leading Petty Officer
LS	Logistics Support
MA	Master at Arms
MAO	Military Advantage Organization
MC	Mechanical Comprehension
MILSPERMAN	Military Personnel Manual
MK	Mathematics Knowledge
MM	Machinist’s Mate
MPTE	Manpower, Personnel, Training, and Education
NADDS	Navy Active Duty Delayed Specialists Program
NAVADMIN	Naval Administrative Message
NAVCRUIT	Navy Recruiting
NCA	Net Contract Adjusted
NEC	Navy Enlisted Classification
NORU	Navy Recruiting Orientation Unit
NOSC	Navy Operations Support Center
NPC	Navy Personnel Command
NPRST	Navy Personnel Research, Studies, and Technology
NPS	Naval Post Graduate School
NRC	Navy Recruiting Command
NRD	Navy Recruiting District
NRR	Navy Recruiting Region
NRS	Navy Recruiting Station

OACR	Officer Assistant Chief Recruiter
OPNAV	Office of the Chief of Naval Operations
OPO	Officer Production Officer
OR	Officer Recruiter
OS	Operations Specialist
PC	Paragraph Comprehension
PCS	Permanent Change of Station
PPR	Production per Recruiter
PQS	Personal Qualification Standards
PR	Aircrew Survival Equipmentman
PRD	Projected Rotation Date
PRIDE	Personalized Recruiting for Immediate and Delayed Enlistment
PS	Personnel Specialist
QM	Quartermaster
RAB	Recruiter Assessment Battery
RCAP	Recruiter Command Advancement Program
RDB	Recruiter Development Board
RDC	Recruit Division Commander
RINC	Recruiter in Charge
R-OPS	Recruiting Operations Officer
RQB	Recruiter Qualification Board
RRT	Recruiter Refresher Training
RTC	Recruit Training Command
SDAP	Special Duty Assignment Pay
SH	Ship's Serviceman
SK	Storekeeper
SRB	Selective Reenlistment Bonus
SSN	Social Security Number
STG	Sonar Technician – Surface
STS	Sonar Technician – Submarine
SUPPO	Supply Officer

SW	Steelworker
TAD	Temporary Assigned Duty
TEMDUINS	Temporary Duty under Instruction
UT	Utilitiesman
VALOR	Value Oriented Recruiting
VE	Verbal: Sum of Word Knowledge and Paragraph Comprehension
WK	Word Knowledge
XO	Executive Officer
YN	Yeoman

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I. INTRODUCTION

A. BACKGROUND

Since the 1980s, the Navy's enlisted Production per Recruiter (PPR)—the average number of enlisted contracts written or gained per month has changed substantially. From the highs of 2.4 new contracts per recruiter during the 1980s, PPR dropped to an average of 1.3 during the 1990s, and to only a 0.86 average PPR during the 2000s (J. L. Noble, personal communication, November 12, 2012). In response to those changes, the annual size of the enlisted recruiting force has fluctuated to meet the challenges of changing market conditions and annual goals. The decrease in PPR and the size of the overall recruiting force has been extensively researched over the past 20 years. While most of the studies have focused on either the overall decrease in PPR or the drop in productivity during the last half of an enlisted recruiter's three-year tour, part of this study's goal is to focus on ways of improving productivity during the recruiter's first year.

According to the latest 2010 Recruiter Quality of Life Survey from the Joint Advertising Market Research and Studies (JAMRS),

The number of recruits per Active Duty recruiter for the Air Force in 2010 was double that of any other service. In FY10, the number of recruits per Active Duty recruiter (based on the annual goal divided by the number of recruiters), was 12.5 for the Army, 8.3 for the Navy, 8.9 for the Marine Corps, and 24.2 for the Air Force. (JAMRS, 2010, p.1)

In 2005, the Navy's goal per number of recruiters was 9.4; in 2008, the number decreased to 9.2; and, in 2009, the number was 8.6 (JAMRS, 2010). During that same period, the Air Force increased its production from 13.0 to 24.2. The average PPR for enlisted Navy recruiting from 2008 to 2011, based on data collected for this study, equaled 0.76 PPR, or 9.12 new recruits per recruiter per year (J. L. Noble, personal communication, January 22, 2013).

In a budget-constrained environment, efficient management of the Navy's enlisted recruiter force has become increasingly important. Developing new strategies will allow the Navy to more readily adjust to changing market conditions in an effort to improve individual recruiter productivity. This study will extend prior research conducted on

enlisted Navy recruiter productivity by examining the initial assignment and training methodology for enlisted recruiters, known as the “on-boarding” process. This process includes the time it takes to train an enlisted recruiter before significant gains in productivity are noticed. The study examines how that on-boarding process might be shortened to allow more time for increased productivity during a recruiter’s tour. Furthermore, this study examines the differences in recruiter productivity across Navy enlisted ratings to see if Petty Officers in some ratings tend to perform better than those in other ratings.

B. THE NAVY RECRUITING MISSION

The mission of recruiting is to recruit men and women for enlisted, officer candidate, and officer status in the Regular and Reserve Components of the Navy. It is one of the most demanding billets in the Navy due to the pressures associated with a fast-paced sales environment. (Navy Personnel Command [NPC], 2012, para. 1)

Navy enlisted on-production recruiters are primarily Petty Officers (E-5/E-6) who have completed at least one tour of duty. At the end of their tour in their primary rating, enlisted sailors are either recommended for recruiting duty or they can volunteer. The enlisted sailor must first contact their detailer when negotiating new orders. The first step of the process is taking the online Recruiter Assessment Battery (RAB). The assessment generally takes 30 minutes to complete and helps to determine the sailor’s likelihood of success in the challenging and fast-paced world of recruiting. “There is no pass or fail, and the probability of being a successful recruiter is based on the historical results of previous recruiters who have completed the assessment and a successful tour of recruiting” (NPC, 2012, para. 5). “Each rating is required to nominate a certain percentage of their rating population for recruiting each month” (NPC, 2012, para. 1). Not all ratings are eligible for recruiting duty, so for the purpose of this study, only sailors in those ratings that are eligible for recruiting duty will be analyzed.

C. PURPOSE

The purpose of this study is twofold. First, the study aims to evaluate the current “on-boarding” process. Specifically, the time it takes to train a fully qualified enlisted

production recruiter and their productivity during that six-to-eight-month time span. The author's interest in this subject started when he was asked in February 2011, what he thought could be done to shorten the on-boarding process for both officer and enlisted recruiters.

The average eight months of time spent training a fully qualified enlisted recruiter—from the time they report to their initial recruiter training to the time they pass their advance qualification boards—is significant. During the first four to six months, the average recruiter workload is primarily limited to working with applicants whose “kits” (necessary paperwork required for enlistment) were started by other, more experienced recruiters. Considering that six to eight months of a three-year tour is spent training and that, on average, the final six months are often spent turning over to his or her relief and getting prepared for their next set of orders, the average window for maximum productivity during a recruiting tour is only two years, according to interviews conducted. This study evaluates how that process might be shortened by altering when a recruiter first reports to initial training. The analysis determines whether it is possible to increase individual productivity during the on-boarding period with minimal to no increase in cost to the Navy.

Second, this study analyzes the PPR and initial recruiter training test scores for Navy E-5 and E-6 ratings serving on active duty and whose rating has designated a percentage of their rating population for recruiting duty. Several studies have focused on the effect of cognitive ability on sales performance, but little research has been done on comparing the ratings' minimum cognitive requirement to the recruiters' average production. This study examines the differences in recruiter productivity across Navy enlisted ratings in an effort to determine if petty officers (E-5/E-6) in ratings that require higher cognitive ability, on average, perform better than those in ratings with lower cognitive ability.

D. RESEARCH QUESTIONS

This research uses interviews conducted over a period of six months with current and former Chief Recruiters (CRs), Zone Supervisors (now known as Division Leading Chief Petty Officers [DLCPOs]), Recruiters in Charge (RINC, or now known as Station

Leading Petty Officers [LPOs] of individual recruiting stations), and instructors with the Navy Recruiting Orientation Unit (NORU). A secondary area of research uses data provided by NORU, and the Navy Recruiting Command (NRC).

The primary research questions are:

- Can NRC increase recruiter productivity by altering the on-boarding process from eight months to six months with minimal to no cost to the Navy?
- Do certain enlisted ratings, based on Armed Services Vocational Aptitude Battery (ASVAB) requirements, have a higher PPR than other enlisted ratings and what are the implications for getting more or fewer recruiters from certain ratings?

E. SCOPE AND METHODOLOGY

The scope of the thesis includes: (1) a review of NRC's on-boarding process and training plans; (2) descriptive and statistical analysis using NORU and Personalized Recruiting for Immediate and Delayed Enlistment (PRIDE) data sets; (3) an analysis of recruiter productivity based on historical data; and (4) results analysis.

F. ORGANIZATION

This study is organized into five chapters. Chapter II provides background information on Navy enlisted recruiting and a literature review of what is known to affect recruiter productivity. Chapter III describes the current on-boarding process and a recommended alternative that could shorten the process from eight months to six. Chapter IV includes a description of the data used in the second part of this study and presents the descriptive statistics. Chapter IV also looks at the differences in recruiter productivity across Navy enlisted ratings and what the implications are for getting more or fewer recruiters from certain ratings. Finally, Chapter V includes a summary of the results and conclusions, and suggests areas for further research.

II. BACKGROUND

A. STRUCTURE

The head of all Navy enlisted and officer recruiting is the Commander, NRC, located in Millington, TN. Recruiting goals and production are broken into two regions, East and West, which are led by a Commodore (Navy Captain), who reports directly to NRC. Each Region is divided into 13 Districts that maintain a geographical area of responsibility, and each District is commanded by a District Commanding Officer (CO) who usually holds the rank of Navy Commander. Navy Recruiting Districts (NRDs) report directly to their respective Regions. As shown in Figure 1, each NRD can cover an area that encompasses one or two states or a larger geographical area with multiple states and with a smaller per state population density.

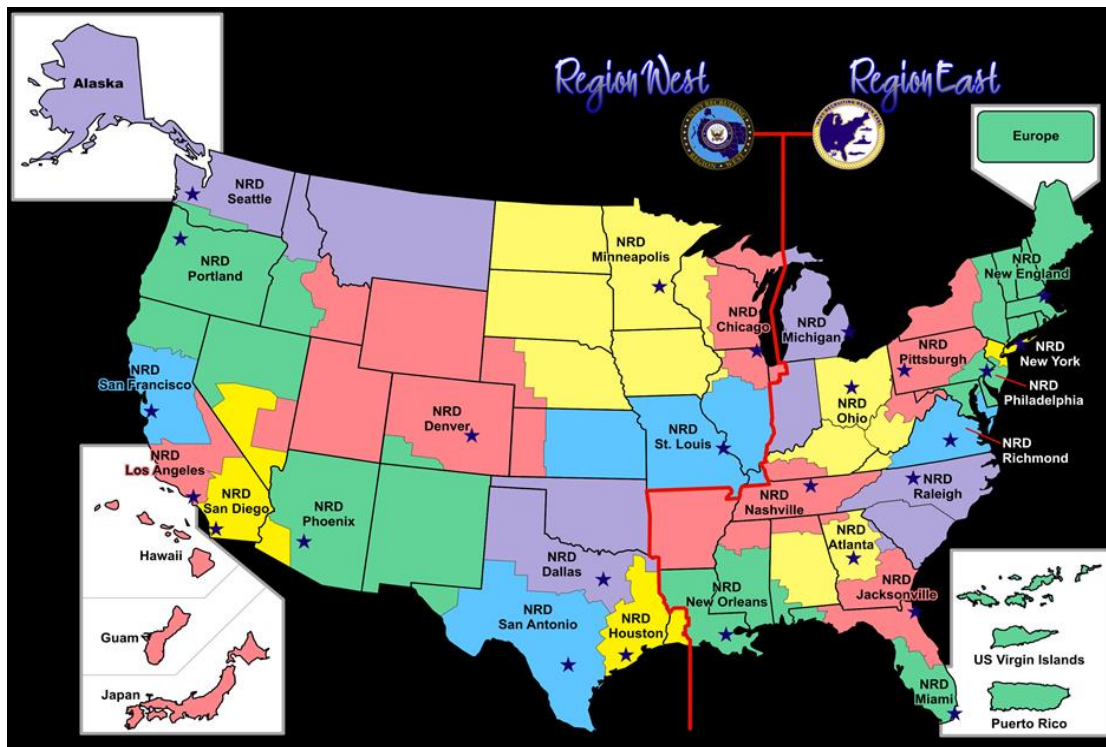


Figure 1. Navy Recruiting Regions and Districts
(From <http://www.cnrc.navy.mil/nrds.htm>, 2013).

Each NRD has a CO at the top of their organization chart who is accountable to the Region Commodore for all enlisted and officer production. Figure 2 is an example of an NRD organizational chart. It is important to note that, effective in August 2011, the organizational structure changed and, for the purposes of this study, it is necessary to establish common terminology and areas of responsibilities. This study focuses on several roles within the NRD structure and some of the major changes that took place with regard to the organizational structure during 2011 to closely align the NRDs with a Fleet organizational structure. Not all roles and responsibilities will be covered, as some are irrelevant for the purposes of this study.

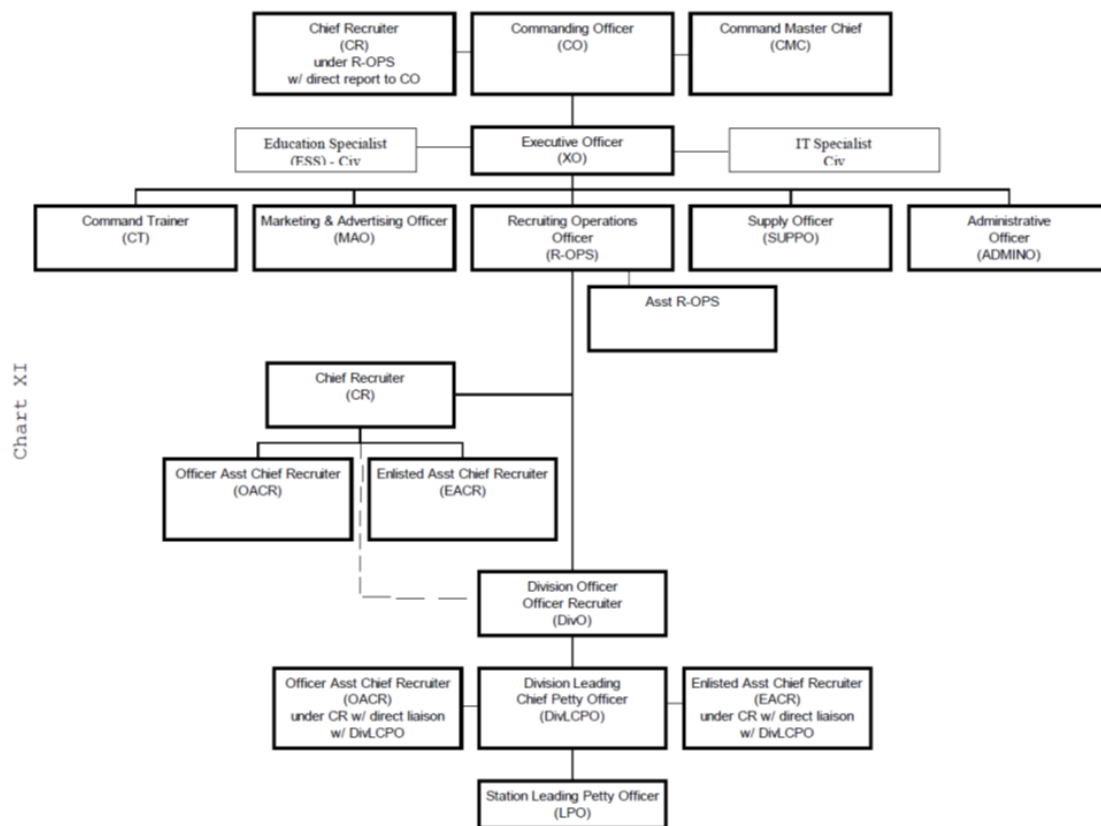


Figure 2. NRD Organizational Chart
(From NRC, 2011c, Chart XI).

The NRD chain of command starts with the CO, who will usually take command for a period of 18 to 24 months. The CO's function is to implement NRC and Navy Recruiting Region plans and policies throughout the NRD. Additional responsibilities

include developing and executing an operational plan that organizes NRD recruiting personnel to ensure that all goals and objectives are met or exceeded (NRC, 2011c). After a period of 18 to 24 months, the CO is then relieved by his or her Executive Officer (XO) who has been onboard for approximately the same period of time. This is known as “Fleet up” and the NRDs are commanded by a Navy Commander whose previous assignment was as the XO at the same command (NPC [XO] Fleet Up to Commanding Officer, 2003b). Some of the XO’s major responsibilities of the XO include serving as the command training officer, in which he or she will supervise and coordinate the work, exercises, training, and education of the command (NRC, 2011c).

The Chief Recruiter (CR) position has witnessed some changes with regard to the new organizational structure. In addition to directly reporting to the CO, he or she now falls under the Recruiting Operations Officer (R-OPS). The function of the CR is to serve as the Recruiting Operations Department Leading Chief Petty Officer (LCPO), as well as executing the command training program for all production/processing personnel. Some of the LCPO’s major responsibilities also include conducting Daily Production Reviews (DPRs) with the R-OPS regarding the accomplishment of production plans and potential applicant leads disposition and follow up (NRC, 2011c). Reporting to the CR is the Officer Assistant Chief Recruiter (OACR) and the Enlisted Assistant Chief Recruiter (EACR). Like the CR, both Assistant Chief Recruiter (ACR) positions are nominated and selected by a board, with assignments approved by NRC (NRC, 2009).

A major change that occurred during the 2011 reorganization was the elimination of the Officer and Enlisted Production Officer (OPO and EPO) positions. These roles had normally been filled by a Navy Lieutenant, but were combined to form the R-OPS position. The R-OPS billet is generally held by a Navy Lieutenant Commander who serves as Operations Department Head. They are responsible for ensuring the attainment of qualified applicants for commissioning or enlistment into the United States Navy through the supervision of assigned personnel and application of assigned resources. The Operations Department Head is responsible for the processing of all officer and enlisted applicants (NRC, 2011c).

Another major change is the creation of the Assistant Recruiting Operations Officer (A-OPS). Their primary function is to serve as the principal deputy to the Department Head for the Operations Department (NRC, 2011c). They assist in attaining qualified civilian applicants for commissioning or enlistment into the United States Navy through the supervision of assigned personnel.

Due to the large geographical size of many NRDs, they are now broken down into more manageable areas called Divisions. Every Division will have an Officer Recruiter (OR) who serves as the Division Officer (DivO), and is normally a Navy Lieutenant. DivOs are responsible for attaining applicants to meet all Division goals. They ensure that the principles of diversity and equal opportunity are emphasized during the course of meeting daily mission objectives. DIVOs also have the additional responsibility of becoming qualified and being able to function as a production OR (NRC, 2011c). Recruiting tours for DIVOs last from 24 to 36 months (NPC, 2003a).

Within each division, there is a Division Leading Chief Petty Officer (DLCPO), a position generally held by a Navy Chief or Navy Senior Chief who is a member of the Career Recruiting Force (CRF). They are in direct liaison with the OACR and the EACR. This is another example of the major reorganization that occurred in 2011. Prior to that, the district was broken down into Zones, with a Chief or Senior Chief Petty Officer serving as the Zone Supervisor. The responsibilities of the DLCPO include training, mentoring, and developing all Division personnel (NRC, 2011c). The DLCPO generally serves as a nonproduction recruiter and, according to Commander Navy Recruiting Command Instruction (COMNAVCRUITCOMINST) 5400.2E (2009), the position should be filled by Personnel Qualification Standards (PQS)-certified personnel who are either members of the Career Recruiter Force or Navy Enlisted Classification (NEC) 9585, in pay grade E-7 or higher.

Finally, in 2011, the reorganizational structure created the position of Station Leading Chief Petty Officer (LCPO)/Leading Petty Officer (LPO). Prior to the reorganization they were known as Recruiters in Charge (RINCs). Each LPO is responsible for their recruiting station and the position is normally held by a Navy Petty Officer First Class (E-6) who is a CRF; however, if the NRD is short of CRFs to fill those

positions, a Petty Officer First Class who is a Fleet sailor and non-CRF can fill that position (NRC, 2011d). Each station typically has from two to eight production recruiters; the station's size determines how many production recruiters the LPO is ultimately responsible for. Their responsibilities include training, supervising, mentoring, and ensuring that all systems and resources are used to enlist sufficient numbers of qualified applicants to meet mission objectives (NRC, 2011c).

According to Military Personnel Manual (MILSPERMAN) 1306-964, (2012), recruiting duty is considered "one of the most demanding billets" (p. 1) offered to enlisted sailors. In the 2010 Recruiter Quality of Life Survey conducted by JAMRS, the top three reasons for becoming a recruiter were: 55% of those recruiters surveyed felt that recruiting duty is career enhancing, 52% of respondents applied for recruiting duty to help young people, and 44% were able to choose the location of their duty station. To help attract the best and brightest sailors to apply for a tour of recruiting, the Navy Personnel Command highlights the following benefits on its web page:

Recruiting can be very rewarding with plenty of incentives. How about recruiting in your hometown or close to the location of your choice? How about earning more money? Recruiting offers Special Duty Assignment Pay (SDAP) of \$450.00 per month . . . that's \$5,400 extra a year! You may also be entitled to the use of a Government Vehicle, a Gas Card, a Cellular Phone, meritorious advancement (RCAP), Training (Sales Skills), and a Laptop Computer for use in your duties.

RCAP (Recruiting Command Advancement Program) – At sea, the Navy has the CAP Program (Command Advancement Program). In recruiting, it's the RCAP Program. Both are essentially the same. They are meritorious promotion opportunities, which are awarded to those individuals who go above and beyond the call of duty. To qualify for RCAP, you have to maintain superb, superior performance and be a top recruiter for your station. You can put on another Chevron for your hard work and dedication.

Training (Sales Skills) – To become a recruiter, you will learn that Communication and Customer Service are major factors for successful Recruiting. We believe in the motto "the customer is always right". In order to obtain these basic skills and others, we will send you to our 5 week Recruiting School in sunny Pensacola, FL, upon transfer from your command. Upon graduation you will report to your district. Please reference MILPERSMAN 1306-964 for more information.

Recruiting gives you a chance to say that you have helped shape the future of the United States Navy. So, join the team and help make the world's strongest military even stronger. (NPC. [2012, December 15]. Recruiting Duty. From <http://www.public.navy.mil/bupersnpc/enlisted/detailing/shorespecialprograms/recruiting/Pages/Recruiting%20Duty.asp>)

The SDAP of \$450 per month is only available to enlisted recruiters, and only after they have completed their basic recruiter PQS. Recruiters may also request to recruit in their hometown and, depending on their performance, convert into the Career Recruiting Force (CRF). To apply for a transition into the CRF community requires a command endorsement and a review by an administrative board (NRC, 2009). Once converted into the CRF community, the enlisted sailor will spend the rest of their Navy career attached to NRC, will be assigned to various leadership- or administrative-type roles, and will cease to deploy.

B. LITERATURE REVIEW—WHAT IS KNOWN TO AFFECT RECRUITER PRODUCTIVITY

There have been numerous recruiting studies conducted over the last 20 years; unfortunately, none of the previous studies focused on increasing productivity during the first year of an enlisted Navy recruiter's three-year tour. Studies examined the effects of increasing the size of the recruiting force as a means to increase production; the effects of incentives on recruiter performance; variables or characteristics that predict recruiter performance; and how unemployment, adult influencers, and recent trends affect recruiting. Furthermore, studies have been conducted to evaluate the effects of Recruiter Refresher Training (RRT) offered half-way through a three-year recruiting tour as a means to increase production and increasing the length of a recruiting tour for those recruiters who really stand out among their peers.

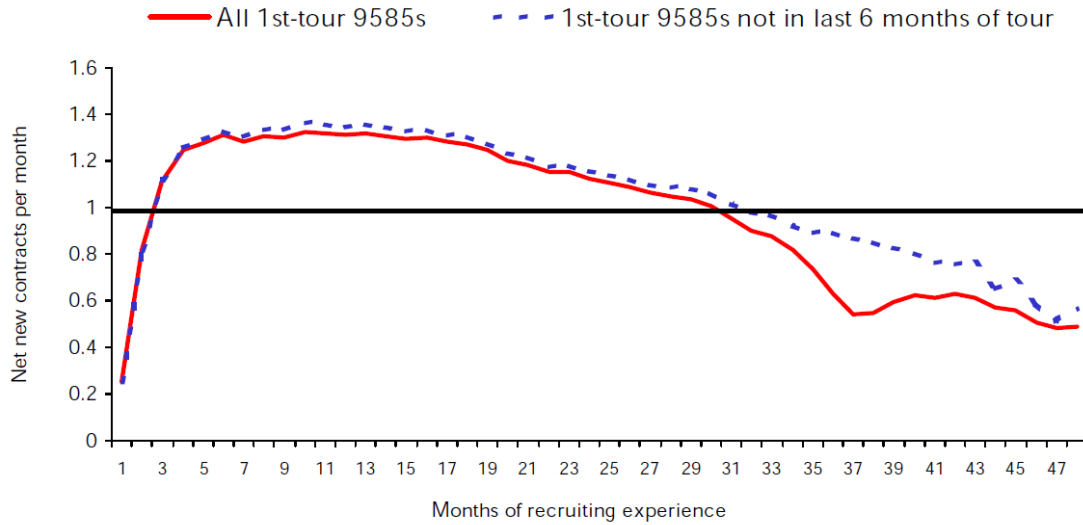
The recruiting environment is complex, and there are many factors that influence recruiter productivity, both internally and externally. Therefore, to understand enlisted Navy recruiting, it is important to understand what affects recruiter productivity and how that relates to a recruiter's three-year tour.

1. The Inverted U and Productivity Effects

Research conducted over the last 20 years has found that the productivity of the average Navy enlisted recruiter has varied over a three-year recruiting tour and can be categorized by different phases. Specifically, the relationship between productivity and months of recruiting experience was found to be characterized by an inverted, U-shaped curve: recruiters within their first six months upon check-in to their assigned Station had low, but rising, productivity; recruiters in the middle of their recruiting tour (from 6 months through 30 months) had continuous high productivity, and recruiters nearing the ends of their tours had declining productivity (Samuelson, D., Kraus, A., Reese, D., & Moskowitz, M. 2006).

Figure 3 illustrates the three different phases from data collected during 1994–2002 for all first tour 9585 enlisted recruiters. Recruiters with the Navy Enlisted Classification code of 9585 are active duty sailors serving on shore duty as enlisted recruiters, then return back to the Fleet into their regular jobs. It is this specific type of recruiter that serves as the basis for this study.

Although almost 20 years have elapsed from a previous 1988 study that identified the Inverted U, the Inverted U was found to still be present in the 2006 Center for Naval Analysis (CNA) study “Productivity Effects of Changes in the Size of the Enlisted Recruiter Force” (Samuelson et al., 2006).



a. Average for FY94-FY02 sample.

Figure 3. FY94–FY02 Average New Contracts
(From Samuelson et al., 2006).

Phase 1 could be classified as the learning or on-boarding phase. Recruiters have a six-month learning curve after they have completed the ENRO course and have checked in with their new NRD. It is during this phase that Navy enlisted recruiters are in training and striving to consistently produce a minimum of one new net contract per month. It is Phase 1 that is the emphasis for this study. From interviews conducted with LPOs, DCLPOs, and former RINC's and Zone Supervisors, the greatest rise in productivity occurred between the fourth and sixth month, with an average PPR of 0.50.

Phase 2 could be considered the high-productivity phase. It is during this phase when recruiters are expected to meet the minimum of one net contract (an individual accepted for enlistment) per month from six to 30 months of experience, with optimal peak productivity occurring between 12 and 18 months of experience (Samuelson et al., 2006). It is during this phase that the CNA study (Samuelson et al., 2006) determined that yearly changes in force size could change force efficiency. According to Samuelson et al. (2006), “at the aggregate level, the number of net new contracts generated by a recruiter force of a given size will vary depending on the share of recruiters in each of the productivity phases” (p. 2). To test this, the authors estimated NRD contract production as a function of the market controls used in the individual recruiter-level model and the

number of recruiters in each of the three phases. They found that recruiters in the high-production phase had significantly larger effects on overall enlisted production than those in Phase 1 or Phase 3 (Samuelson et al., 2006).

Phase 3 could be considered the transitioning or helping phase. From Figure 3, it is the period between 24 and 36 months of recruiting that sees the most significant decline in production. From the interviews conducted, one conclusion for the steep decline in productivity during a recruiter's final six months could be the result of the enlisted recruiter turning over to their relief, being pulled from production to assist new recruiters at their station, and/or focusing on their transition to their next duty station. This question was brought up during the interviews and was determined that it is fairly common to see a decline in productivity during the final six months of a recruiting tour based on transition/turnover. According to Samuelson et al. (2006) with regard to Phase 3:

If it is an inherent part of the military rotation system, in which senior Sailors train junior Sailors and the line between the current assignment and the new assignment may be blurred, the inverted-U for recruiting might be considered both normal and desirable. In this case, it should be managed and accounted for in the planning process. In particular, planners should try to minimize fluctuations in the experience distribution in order to minimize fluctuations in force efficiency. (p. 69)

The results of the Samuelson et al. (2006) study further determined that the changes in recruiting force size also affected productivity at the Station level. The data had shown that, between Fiscal Year (FY) 94 and FY02, the ratio of senior to junior recruiters varied significantly, thus complicating the efforts of assigning optimal experience mixes, and assigning recruiters to stations in high-productivity groupings. Furthermore, the study also found that the statistical results indicated that the experience levels of other recruiters in the station significantly affected the average recruiter production (Samuelson et al., 2006). This has remained a constant challenge to NRC, the NRDs, the LPOs, and the DLCPOs. As a result, the Projected Rotation Dates (PRDs) are closely monitored and managed in an effort to ensure that the recruiting Stations are manned with an equal mix of recruiters in their various phases of experience.

Some of the recommendations included in the Samuelson et al. (2006) study are:

- Changing the Enlisted Goaling Model (EGM) to include the number of recruiters in high- and low-productivity phases.
- Determining the feasibility of implementing changes to the size of the enlisted recruiter force by the extending or shortening tours.
- Maximizing station-level productivity by carefully managing station-specific experience mixes. (p. 3)

Furthermore, according to Samuelson et al. (2006), “Other interpretations of the inverted-U suggest considering policies designed to eliminate it” (p. 3). Their specific recommendations for eliminating or reducing the effect of the inverted U included:

- Reevaluating recruiter management and testing to see whether the inverted U is an unintended consequence of the current incentive program (\$450 per month is paid to every enlisted production recruiter regardless of productivity).
- Considering the creation of a professional recruiting force that never rotates, either by increasing the size of the Career Recruiter Force (CRF) or by hiring civilian contractors.

Another major productivity effect on PPR, as was briefly mentioned earlier, is the overall size of the enlisted recruiter force. As seen in Table 1, the New Contracts per Recruiter, called PPR, is determined by the New Contract Objective End Year/average number of production recruiters divided by 12 months. Every FY the new contract objective end year is never the same and has varied substantially, from 90,000+ during the 1980s, to its current low of 30,403 in FY11. Table 1 shows the average number of production recruiters varies from year to year in response to the size of the goal. Since 2000, the Commander Navy Recruiting Command (CNRC) objective of one net contract per month per recruiter has fallen below 1.0 PPR (J. L. Noble, personal communication, January 22, 2013).

Table 1. CNRC Net Contracts by FY.

	FY07	FY08	FY09	FY10	FY11
New Contract Objective End Year	35,809	39,125	31,729	34,111	30,403
New Contract Attainment	36,093	40,682	33,928	34,406	31,274
Delta	284	1,557	2,199	295	871
New Contracts Per Recruiter	10.32	11.04	8.53	9.29	9.61
	0.86	0.92	0.71	0.77	0.80
Avg. Adj. Unemployment	4.53	5.27	8.76	9.75	9.18
Avg. Production Recruiters	3,496	3,685	3,978	3,702	3,254

According to the interviews conducted, several stations were found to have a smaller monthly station goal than the total number of production recruiters. If a Station had four production enlisted recruiters, but is goal constrained with three contracts for that month, then the PPR would naturally fall below one. In addition, entry requirements have gone up considerably since the economic decline first experienced in 2008 as the Navy continued its drawdown. Most applicants accepted into today's Navy are considered higher quality applicants (above 95%), who have scored a 50 or higher on their Armed Services Vocational Aptitude Battery ASVAB (Category IIIA and above). The interviews also found that fewer recruiters are processing applicants who require waivers, due to the lengthy time it can take for approval.

There are several reasons for the decline in PPR since 1990. First, as the Navy shifted from a "fill" recruiting mission up to the latter part of the 1990s and early 2000s (qualified sailors to fill any position), to their more recent "fit" mentality (right person, right skill sets, in the right job), the recruiting environment has become increasingly difficult as the standards are raised. Whereas, although a "fill" mentality and lower ASVAB minimum netted more contracts per recruiter, in today's high-demand, high-quality environment it may take a greater effort to identify, locate, and recruit higher-quality applicants, which results in a lower PPR. The lower PPR can further be compounded by the size of the recruiting labor force not keeping up or changing with the fluid and dynamic yearly adjustments to the enlisted recruiting goal. This trend has been apparent since 2000, but was reversed in FY12 when CNRC achieved a 1.06 PPR. This

may be the result of a risk adverse culture within CNRC (once the resources are gone, it is hard to get them back).

According to Samuelson et al. (2006), the EGM “has remained largely unchanged for at least two decades, over which time the recruiting environment has changed substantially” (p. 14). This could also be another reason why the PPR has steadily decreased over the last 20 years. The EGM is the supply response to changes in the number of recruiters needed per given FY, based on the increases or decreases to the overall enlisted goal. “It is an econometric model that uses historical data on contract production to estimate the production impact of changes in the number of recruiters, holding constant external market conditions and the levels of other recruiting resources” (Samuelson et al., 2006, p. 8). In short, the EGM is used to estimate recruiter force efficiency. Figure 4 shows the official contracts per recruiter from FY 1990 through FY 2005.

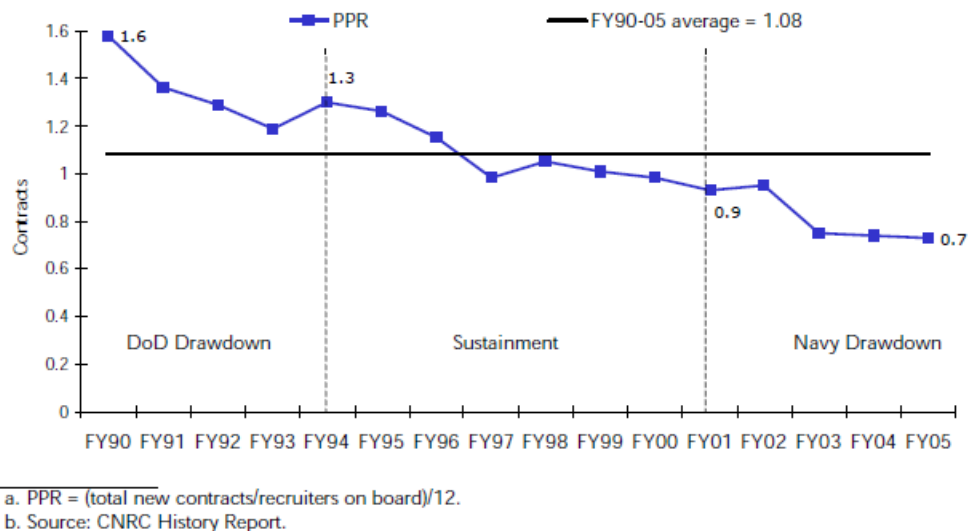


Figure 4. Official Contracts per Recruiter (From Samuelson et al., 2006).

In their 2006 study, Samuelson et al. believed that changes in PPR may not have necessarily resulted from changes in recruiter force efficiency, although changes in recruiter force efficiency would cause changes in PPR. One reason for this may be due to production being goal-constrained because of end-strength limitations, such that if the recruiter force is larger than necessary, actual PPR will be underestimated and biased.

Therefore, CNRC may have adjusted their EGM going into FY12 to achieve the 1.06 PPR in an effort to reverse the downward trend or allocated funding to another resource (more division commanders needed in boot camp).

Finally, another study focused specifically on the previous rapid decline in productivity midway through the typical three-year recruiting tour and the effectiveness of offering a one-week Recruiter Refresher Training (RRT) course held at the Navy's Recruit Training Command (RTC) in Great Lakes, Illinois. The study was conducted by CNRC in 1998, and the purpose was to evaluate the PPR of those who attended the one-week course compared to those that did not in a controlled experiment (Soutter & Sladyk, 1998). Eight hundred and six enlisted Navy recruiters attended the one-week refresher training course from June 1997 through February 1998. Of the attendees, 90% were E-5 and E-6 Petty Officers. The average production time per recruiter was 15.9 months. On average, 90 enlisted recruiters attended RRT per month. The RRT allowed production recruiters firsthand experience with the changes made to "Boot Camp," and a chance to exchange ideas with Recruit Division Commanders (RDCs).

The methodology of the study included and was organized as follows (Soutter & Sladyk, 1998, p. 3):

- Refreshed recruiters monthly PPR mapped to months before and after refresher training month
- Refresher classes grouped together to determine overall refresher training effect
- Control Group consisted of "on production" recruiters between 12 and 24 month point in career
- Refreshed recruiters average PPR compared to the average control group PPR for before and after training months
- Two-sample t-tests for equal but unknown variances used to determine statistical significance

The results of the study showed that those recruiters who attended RRT produced a significant increase in gross net contract productivity for the first six months following their refresher training. The study estimated that an increase of 871 new net contracts from June 1997 through March 1998 was attributable to RRT. Table 2 shows the comparisons between the control and refreshed group who attended the course. The RRT

course was soon implemented nationwide. However, in 2003, the one-week course was cancelled due to budgetary constraints (J. L. Noble, personal communication, November 12, 2012).

Table 2. Comparison of Gross New Contract Attainment Production per Recruiter (From Soutter & Sladyk, 1998).

Months After Training	Gross NCA PPR			
	Refreshed	Control	Delta	%
0	1.40	1.34	0.06	4.4
1-4	1.53	1.28	0.25	19.4
5-8	1.39	1.26	0.13	10.4

2. Predictors of Success

Another factor that has gained interest with the Navy is the relationship between various predictors to sales and recruiting performance. Several studies have focused on the sales relationship, because sales content in the civilian sector is considered very similar to the same content used in Navy enlisted recruiting. The links between aptitude, personality, behavior, and sales and recruiting performance were discussed in Borman, Toquam, and Rosse (1979); Penny, Horgen, and Borman (2007); Bearden and Fedak (2000); and McCloy, Hogan, Diaz, Medsker, Simonson, and Collins (2001).

Borman et al. (1979) conducted an initial study and identified five critical predictors for recruiting performance: Selling Skills, Administration Skills, Human Relations Skills, Performance, and Production. To validate their findings, a second study was implemented using the five critical predictors. Sample sizes of 267 enlisted recruiters from ten NRDs were selected. The results of their study confirmed that the five critical predictors were strong indicators of recruiting success.

It was in 2007 that Penny et al. conducted a similar study in an effort to update and validate the earlier findings. Initially, the study focused on 134 recruiters who had taken what is called the Recruiter Assessment Battery (RAB), and analyzed their supervisory evaluations and production data. Penney et al. (2007) found the highest correlations were between selling skills and production (0.61), human relations skills and production (0.33), and organizing skills and production (0.23). To verify these results, the

RAB was administered to 254 enlisted Navy recruiters in three separate NRDs. No peer evaluations were used in the second study. Table 3 displays the results of the Penny et al. (2007) study. Similar to the initial results, significant correlation was found between selling skills and production. Human relations skills and production were still significant, but the correlation was not as strong. “It is apparent that selling skills are critical to the success of recruiters” (Penny et al., 2007).

Table 3. Correlations between Criterion Measures
(From Penny et al., 2007).

Correlations between criterion measures					
Criterion Measure	Production	Selling Skills	Human Relations Skills	Organizing Skills	Overall Performance
Selling Skills	.52**				
Human Relations Skills	.28**	.74**			
Organizing Skills	.10	.44**	.49**	-na-	

N= 197
 * < .05
 * p < .01

Bearden and Fedak (2000) have summarized research evaluating the use of personality, interest, and biographical measures as predictors of recruiter performance. Their review of previous studies indicates that these types of measures have been found to be significantly correlated to recruiter performance and should be used for a RAB. One such study developed an empirically keyed Recruiter Interest Scale as a potential tool for selecting Navy recruiters (Bearden et al., 2000). Bearden and Fedak (2000) analyzed the results from the Borman et al. (1979) study and noted that the estimated cross-validations for the predictor battery against four of five performance criteria were statistically significant ($p < 0.01$) and impressive.

As a result of previous studies, NRC and Navy Personnel Command have implemented a RAB that every potential enlisted Navy recruiter must take. Because there is no pass or fail, however, one can argue that it is not as effective as it could be if used as a screening tool. According to some of the interviews conducted, the RAB is not used as a screening tool due to strong concerns caused by shrinking the pool of potential recruiters and not meeting manning requirements.

3. ASVAB Use in Recruiter Selection

Various factors have made it more difficult for the Navy enlisted recruiters to meet their goals. These factors include: youth propensity to seek college education rather than serving in the military, a steady decline of adult influencers who had previously served in the military, and a rise in the number of Americans who are now considered either overweight or obese.

In 2001, Navy Personnel Research, Studies, and Technology (NPRST) contracted with the Human Resources Research Organization (HumRRO) and the Lewin Group to determine if ASVAB scores and recruiter training success could predict individual recruiter productivity and to evaluate the cost effectiveness of implementing recruiter selection methods using those and other variables. An analysis by McCloy et al. (2001) controlled for factors that could affect recruiting productivity, such as youth population, number of high schools in the vicinity of a recruiting station, and characteristics of the Navy Recruiting Station (NRS). Their literature review and background revealed that some recruiters had higher productivity than others in the same service. Such differences in productivity may be related to recruiter characteristics that could be used to screen recruiters, and recruiters could be selected based on characteristics that are related to productivity. Furthermore, McCloy et al. (2001) hoped to show that if a screening process were implemented, then the average productivity of the recruiting force would increase and the same recruiting goals could be met with fewer recruiters. The results of the McCloy et al. (2001) study indicated that neither ASVAB nor recruiter school performance were able to contribute much to the prediction of recruiter quality or recruiter productivity.

The second part of this study further refines the 2001 study in an attempt to analyze the variation in recruiter PPR by including ASVAB sub-scores based on specific ratings. Specifically, the study examines the relationship between ASVAB sub-scores and initial recruiter training, the relationship between ASVAB sub-scores and rating-specific PPR, and how the results may be used to increase the average productivity of the enlisted recruiting force to meet NRC annual goals with fewer recruiters.

C. CHAPTER SUMMARY

The recruiting environment is very dynamic and complex, and recruiters are challenged every day to overcome internal and external factors that directly impact their productivity. This section of the study focused on the overall structure of Navy enlisted recruiting and on previous studies conducted that have shown what affects recruiter productivity. Chapter III of this study describes the current on-boarding process, and an alternative that could shorten the process from eight months to six.

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III. ANALYSIS OF THE ON-BOARDING PROCESS

This chapter examines and analyzes the typical time that it takes for a Fleet sailor assigned to recruiting duty to master the knowledge, skills, and abilities needed to achieve increased productivity and successful completion of the Advance Recruiter Module with a focus on the active enlisted Navy recruiter. This study does not focus on Canvasser Recruiters (CANRECs) who are Navy Reservists recalled to active duty for between two and five years. Topics discussed include the current on-boarding process, the length of the on-boarding process, problems associated with the current training pipeline, and an alternative on-boarding process.

A. CURRENT ON-BOARDING PROCESS

This section of the study examines the current on-boarding process and the steps involved from the time a Fleet sailor receives orders for recruiting duty through their becoming fully PQS qualified.

1. Initial Recruiter Training

Figure 5 displays the current on-boarding process. The first step begins with the E-5 or E-6 sailor negotiating orders with their detailer. Assuming that the individual has been successfully screened for enlisted recruiting duty, the detailer will reserve a seat for the five-week-long ENlisted Recruiting Orientation (ENRO) and will issue Permanent Change of Station (PCS) orders while assigned as Temporary Duty under Instruction (TEMDUINS). After successful completion of the ENRO course, the enlisted recruiter will complete a PCS move assigning them to a specific NRD and Zone (geographical area within the NRD). Where the sailor ultimately spends their 36-month recruiting tour is based on available openings at the NRDs and specific Zones within the NRD. The detailer will work with the individual to assign him or her to a specific NRD, but not to a specific Station.

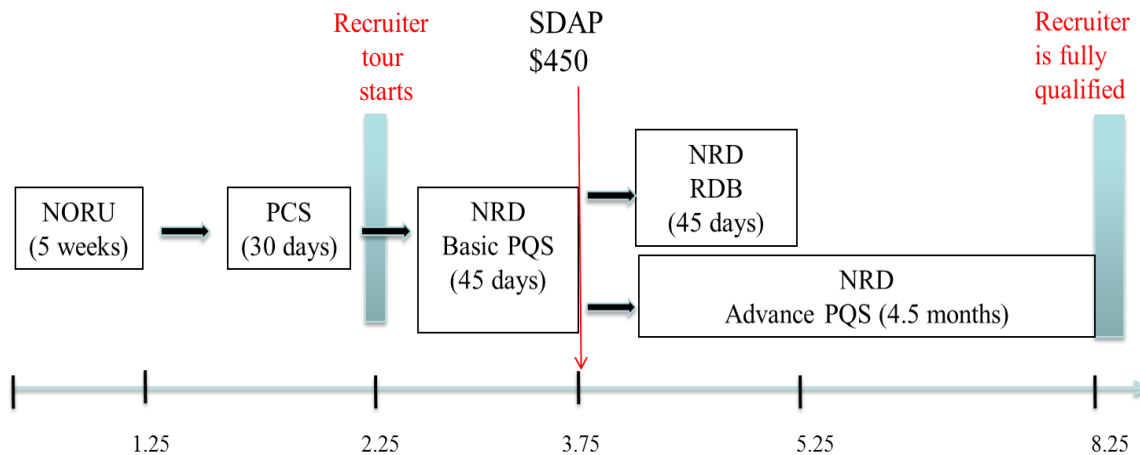


Figure 5. Average Eight-month Training Flow from the Time a New Fleet Recruiter Reports for Initial Training through the Recruiter Qualification Board.

Once the new recruiter reports to the Navy Recruiting Orientation Unit (NORU) for the five-week-long ENRO course, their formal training has begun. The ENRO syllabus was revised in 2012 and is broken down into four modules. The four modules are: Indoctrination Week, Module-1 Prospecting, Module-2 VALOR (sales methodology), Module-3 Recruiter Resources, and Module-4 Capstone Sales Labs.

NORU is no longer teaching the “Achieve Global Sales” module, which is taught during the second week, but has added a Navy-specific sales methodology called Value Oriented Recruiting (VALOR). Whereas Achieve Global Sales was considered universal and has been adopted by numerous sales organizations, the Navy chose to partner with VALOR to create a module that was custom-tailored for Navy recruiting. This study collected observations and conducted interviews based on the old training package. After reviewing both syllabuses, it appears that the basic sales concepts are included in both packages. The VALOR system was initiated in the summer of 2012.

Another major change that CNRC implemented was moving away from a paper-based system to one that relied more on computer-aided tools, both at the Station level and during initial recruiter training. This included a full restructuring of the ENRO syllabus. A full class schedule of ENRO is included as Appendix A.

Week 1 of recruiter training covers everything from financial awareness, how to effectively listen, stress control, fitness and nutrition, and an American Automobile Association (AAA) Drivers Course, to qualities that Navy recruiters possess.

By Modules 2 through 4 of their initial training, new recruiters have received a taste of the sales world. Module 1 discusses topics such as prospecting for new applicants, market analysis, the Navy brand, and an introduction to social media used for recruiting. Module 2 discusses the VALOR Sales Methodology, Module 3 introduces the students to the various manuals and instructions used in recruiting, and Module 4 includes coaching, more VALOR sales techniques, capstone sales labs, and ethics training. It is during these four weeks that the building blocks for success are introduced, as most of the new enlisted recruiters have never been exposed to sales training. VALOR is introduced during the third week (Module 2) when the students are taught about trends in sales and marketplaces, the art and science of sales, how to prospect for new applicants, understanding their prospects, the problems and pressures of their applicants, how to handle objections and uncertainty, role playing, and various other sales laboratories (NORU, 2012).

After the students have successfully completed the five-week initial training course, they report to their NRD for a three-year recruiting tour and are given up to 30 days' leave. The leave period is used to relocate their families, set up their new household, enroll their children in school, and, for those who are not married, it gives them a chance to "breathe." According to NORU instructors who were interviewed, most of the students will choose to take the full 30 days' leave. The amount of leave they can take is determined by how many days of leave they have accumulated and the distance traveled to relocate. The sailor is not charged for travel days from their point of origin (a ship in the Fleet) to their destination (NRD).

2. NRD Indoctrination

Once the new enlisted recruiters have completed their leave, they report to their respective NRD and Station for recruiter indoctrination/Basic Recruiter Module (BRM) PQS. The indoctrination includes an introduction to the various departments of the NRD, a production brief, a meeting with their LCPO and LPO, DivO expectations, officer

programs, Navy Operational Support Center (NOSC) introduction, introduction to the various publications used in recruiting, access to various websites and computer-aided tools, physical training requirements, and being issued certain equipment essential for recruiting. The basic PQS qualifications and indoctrination must be completed within 45 days of reporting (NRC, 2011d). Appendix B provides the complete Basic Recruiter/BRM PQS.

After completing the indoctrination, and once the BRM PQS qualifications have been signed off, the recruiter then earns his/her Special Duty Assignment Pay (SDAP) of \$450 per month. Most recruiters are incentivized to complete indoctrination/BRM PQS early and were found to have completed this in approximately 30 days. Within the next 45 days, the NRD will hold a Recruiter Development Board (RDB) . . .

to check on their progress since graduation from the ENRO course, determine their progress towards Advance Recruiter PQS completion, identify areas where the recruiter may need additional training and assistance, and discussing any personal/professional issues that may hinder their development. (NRC, 2009, p. 1-31)

At any time after the successful completion of the BRM PQS, recruiters may work with applicants whose paperwork has been started by another, more experienced recruiter or applicants that they have prospected themselves. According to the interviews, the first six months of experience is considered the learning curve and recruiter productivity during this phase is low, averaging two to three contracts. Working with other, more experienced recruiters is fairly common and is considered part of the developmental process. The majority of enlisted recruiters will have signed contracts during the first six months; however, CNRC does not keep track of signed contracts that may have been started by a more experienced recruiter and turned over to a new recruiter. Therefore, the left part of the inverted U-shaped recruiting curve (Phase 1) is natural and the goal should be to minimize the time it takes for optimal productivity.

3. Advance Recruiter PQS

After completion of BRM PQS, the recruiter is given 4.5 months (or six months from their reporting date) to complete Advance Recruiter PQS. From a sales standpoint,

the advanced PQS is considered the most basic qualifications that an enlisted recruiter must complete during their 36-month recruiting tour. Other additional qualifications are available for those seeking LPO or LCPO positions. Once the advanced PQS has been signed off by the appropriate signing authority, an oral Recruiter Qualification Board (RQB) is scheduled to ensure that the recruiter can recite or provide knowledge about a certain program or required task (NRC, 2011d). A recruiter is considered completely qualified after the successful passing of the board (NRC, 2011d). Appendix C provides the complete Advance Recruiter PQS.

4. Problems Associated with the Current On-Boarding Process

One of the goals of the interview process was to understand the current on-boarding process and identify any weaknesses. For this study, 26 current or previous serving LPOs (formerly known as RINCs), five current ENRO instructors, 12 current or previous serving LCPOs (formerly known as Zone Supervisors), and two current or previous serving CRs were interviewed. The interviews were conducted in person when possible and took place over a six-month period. During the interviews, several areas were identified that had contributed to a longer training or on-boarding process.

During the interview process, it was discovered that an overwhelming number of individuals voiced the same concerns with the current on-boarding process. First, when asked if most new recruiters who had graduated from the ENRO course had taken the full 30 days' leave prior to reporting, the answer was "yes." The interviewees were asked: "after reporting to their NRD and being assigned to a Navy Recruiting Station, on average, how long before the new recruiter had a chance to recall and demonstrate the basic recruiting/sales skills they had learned in Module 2 of their five-week ENRO course?" Approximately 80% answered 10 to 12 weeks to recall and demonstrate the basic recruiting/sales skills. The respondents indicated that this was due to new recruiters taking the full 30 days' leave prior to check-in and 30 to 45 days to complete indoctrination/BRM PQS. Approximately 87% of those interviewed stated that most new recruiters had to relearn basic skills taught at NORU, which was due to the length of time between learning and applying those skills or data dumping after graduation.

The interviewees were asked how long it took for a new recruiter who had completed the basic recruiter PQS before they were experienced enough to prospect on their own, sell an applicant on joining the Navy on their own, handle concerns and objections from applicants, and complete the necessary paperwork to process the applicant on their own. The answer varied between four and six months since NRD check-in and that most of the contracts written during that time period were the result of the transition phase of a more experienced recruiter working with a new recruiter. The average number of contracts written between NRD check-in and six months was found to be three, or 0.50 PPR.

Another problem identified with the current on-boarding process is the actual amount of time (eight months) spent in a training status until the recruiter is considered fully qualified. The lengthy training and on-boarding process may work in the civilian sector for an employee that the company has invested money and time in training, with the expectation that the employee will show a long-term commitment in that position. In the military recruiting world, however, where a sailor's primary responsibility for three years is producing contracts, six to eight months spent on-boarding has resulted in fewer contracts written, as found in the inverted U. In a typical three-year tour, due to the amount of time for on-boarding and end-of-tour transition, this has resulted in only two years of "maximum productivity."

Lastly, approximately 87% of those interviewed stated that most new recruiters had to relearn basic skills taught at NORU, which was due to the length of time between learning and applying those skills, or data dumping, after graduation. Data dumping, or simply not being able to recall processes, skills, or previously taught training, was found to be significant for new recruiters who had completed the ENRO training, taken the full 30 days' leave, and then taken up to 45 days to complete the basic indoctrination/BRM PQS. There are several possible reasons for this. First, according to the interviews, a majority of those who were married were focused on family needs (e.g., moving their families and getting their families settled in). Second, too much time had elapsed to apply even the most basic of sales concepts (10 to 12 weeks). This is understandable, as most of the enlisted recruiters have never been exposed to recruiting or sales. Judging from the

ENRO curriculum and speaking with the ENRO instructors, the course itself may be basic, but for someone new to sales and recruiting the experience can be overwhelming. This is referred to as the “fire hose effect.” Thus, after graduating from ENRO and then having to recall those basic sales skills when working towards their Advance Recruiter PQS, a majority of the LPOs stated that the new recruiters would data dump or simply could not remember the basic fundamentals of sales methodology.

The process of data dumping, or not being able to recall basic sales skills, is inefficient, costs recruiters extra time that is needed to relearn the basic sales methodology, and takes away from learning more advanced recruiter/sales concepts. If the recruiter has to relearn those basic concepts that are taught at ENRO, the recruiter is then unable to proceed to apply those skills to prospect for new applicants. A direct benefit to minimizing the effects of data dumping or skill decay could lead to a net increase in PPR by shortening the training process. While it is difficult to measure the costs associated with lost productivity as a result of data dumping, or having to relearn the basic fundamentals of recruiting/sales, the interviewees made it clear that this is something they would like to see minimized.

B. AN ALTERNATIVE ON-BOARDING PROCESS

This section of the study provides an alternative on-boarding process. It is an alternative that can reduce the total time required to obtain Advance Recruiter qualifications, and minimize skill decay or data dumping. What is unknown is what impact, if any, it would have on the effects of the left part of the inverted U-shaped PPR curve and recruiter productivity. For example, this would depend on the size of the recruiter force versus the annual NRC goal.

1. The Process Steps

As an alternative to the current on-boarding process, the Fleet sailor would continue the first step towards recruiting duty by either being recommended or volunteering. The Fleet sailor would continue the process by speaking to their detailer, taking the on-line RAB, obtaining command endorsement, meeting all screening requirements, and submitting their application for recruiting duty.

Figure 6 shows the proposed alternative on-boarding process. If the Fleet sailor is accepted for recruiting duty, they would first report to their NRD and be assigned to a specific Station. NPC would issue PCS orders assigning the Fleet sailor to a specific NRD. Once assigned to the specific NRD, it would be up to the discretion of the NRD CO to assign the Fleet sailor to a specific Station. The Fleet sailor's detailer could continue working with NORU to reserve a school seat assignment for the five-week ENRO course. The Navy enlisted detailers have a copy of the ENRO course schedule (new classes are offered every week) for the FY. Scheduling and timing of the five-week ENRO course would be based on 60-75 days out from the PCS detach date and would be dependent on several factors:

- ENRO seat availability
- Projected Rotation Date (PRD) of the Fleet sailor
- Up to 30 days' leave built into the detaching and reporting date PCS orders
- A requirement of 30-45 days for the Fleet sailor to complete NRD indoctrination/BRM PQS (which the recruiter would have to complete prior to attending the ENRO course)
- PRD could be extended or adjusted, as previously done, to accommodate ENRO seat availability

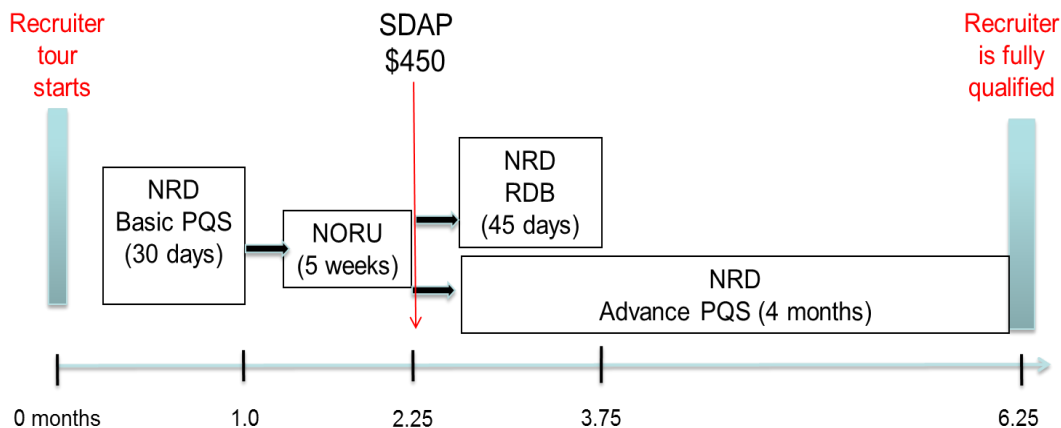


Figure 6. Average Six-month Training Flow from the Time a New Fleet Recruiter Reports to Their NRD through the Recruiter Qualification Board.

Once the Fleet sailor has been assigned PCS orders, it is recommended to notify both NORU and the prospective NRD CO via email when the recruiter will be reporting and the start date for ENRO. Once the Fleet sailor reports to the NRD, it becomes the responsibility of the NRD to ensure that the Fleet sailor completes their indoctrination/BRM PQS within 30 days prior to attending the ENRO course. For those not able to complete BRM PQS requirements prior to attending NORU, they should be allowed to finish upon return. If BRM PQS is changed to 30 days, this would require a change to COMNAVCRUITCOMINST 1400.4P stating that new recruiters will first report to the NRD, complete basic PQS within 30 days, and be issued Temporary Assigned Duty (TAD) orders reporting to NORU.

During the Recruiter indoctrination, the next step would involve assigning TAD orders for the new recruiter to report to NORU for the five-week ENRO course, based on their assigned “report by” date. A major concern, and a point of contention with the NRDs, will be funding, and having to ensure completion of indoctrination/BRM PQS within 30 days of check-in. As it stands now, the NRDs are not budgeted for, nor do they have the funding to send every new recruiter TAD to NORU. The current process involves NPC completely funding PCS orders in a TEMDUINS status first to NORU, then completing a PCS move to the NRD. It is recommended to either allow the NRDs to write the TAD orders using the same funding code that is currently assigned or for NPC to transfer funding to an NRC account for the Per Diem and TAD costs. In regards to completion of BRM PQS within 30 days, according to those interviewed, a majority of new recruiters complete BRM PQS within 30 days to start drawing the \$450 per month SDAP.

After the TAD orders have been written and paid for by NPC or funds transferred to an NRC account, the new recruiter would fly or drive round trip to NORU for their course of instruction. Cost differences will be discussed below. Once the new recruiter has successfully completed ENRO, they will graduate and be awarded their recruiter badge. Another policy change would involve when the recruiter starts to receive their SDAP. Under the current policy, the enlisted recruiter starts receiving SDAP after they have successfully completed NRD indoctrination/BRM PQS. This generally happens

after 95 days, or 13.5 weeks, from the time the Fleet sailor reports to NORU (5 weeks ENRO; 4 weeks leave; and 4.5 weeks, on average, to complete indoctrination) or 15.7 weeks if the recruiter uses the full 45 days to complete basic PQS. Under the recommended alternative, the recruiter would start drawing SDAP after successful completion of the ENRO course at 95 days or 13.5 weeks (no cost difference). This assumes that the recruiter has taken 30 days' PCS leave, 30 days to complete indoctrination, and 35 days to complete ENRO. For those recruiters who were not able to complete NRD indoctrination/BRM PQS prior to reporting to NORU, they would draw SDAP after completion of those requirements.

Once the recruiter has graduated from ENRO, they would fly or drive back to their NRD to begin Advance Recruiter PQS. Within 45 days of reporting back to their assigned NRD, the recruiter, per COMNAVCRUITCOMINST 1400.4P, would be scheduled for their RDB. Advance Recruiter PQS qualifications would start immediately after reporting back to their NRD and could be completed within four months versus the current six months allowed, based on the interviews conducted and having completed BRM PQS requirements without having to relearn basic skills taught at NORU. The two-month savings is due to altering when PCS leave can be taken; eliminating or reducing skill decay/data dumping; minimizing distractions with their family, as they should have had plenty of time to settle in; and sales concepts being fresh in their minds, having just graduated from ENRO. There is no longer a lapse of 75-90 days between when they took Modules 2 and 3 and when they start working on their Advance Recruiter PQS, which is presently the case and was found to be problematic during the interview process.

a. Evaluating NPC's New Policy

Several months after the interviews for this study had been conducted, NPC adopted a new policy requiring new enlisted recruiter's to take their 30 days' PCS leave prior to reporting to NORU. This new policy seems to be the easiest solution in reducing skill decay and data dumping, as well as shortening the current on-boarding process from eight months to six. NPC would not have to reallocate funds to an NRC

account or be concerned about providing funding codes to the NRDs, who would have to fund the TAD orders to NORU under the author's proposed alternative. On the surface, requesting sailors to first complete a PCS move before a five-week course may seem to be a trouble-free solution; however, the new policy may have its drawbacks.

First, during the interview process, it was discovered that approximately 75% chose to PCS after completing NORU. Of the 25% that chose to PCS prior to reporting to NORU, a majority of those recruiters were single. Under the new policy the Navy is requiring a new recruiter, who may be married, to move his family across the country within 30 days, and then immediately drive or fly across the country to attend the five-week ENRO course. According to the interviews, it was the added stress of moving a family across the country, and then ensuring they reported on time to NORU, that detracted from new recruiters completing their PCS move prior to reporting to NORU. In addition to moving, families now have to leave the familiarity of an established support network behind. Under the alternative on-boarding process, the new recruiter would remain with their family for approximately 30 days after completing the PCS to help transition with the move, while the new recruiter is completing the NRD indoctrination.

Another advantage in having sailors report to the NRDs prior to attending the ENRO course, based on the interviews conducted, was the sense of familiarity with a new organization prior to reporting to NORU. For those enlisted Navy Reserve sailors who are recalled to active duty under the CANREC program, they receive PCS orders and are directed to report their NRD. Once at the NRD, the CANREC recruiter begins indoctrination/ BRM PQS requirements. The CANREC recruiter may be at the NRD for one to three months before receiving TAD orders to NORU. This allows the recruiter to become familiar with the various departments of the NRD, familiarize themselves with the manuals and computer systems used, shadow other recruiters, and have a basic understanding of their new job. It is the same approach that is found in most sales-related organizations (indoctrination first followed by training). By the time the new recruiter starts ENRO training, they may have been exposed to some of the basic principles taught in the course, terminology, and a fundamental understanding of what recruiting is all about.

2. Benefits and Cost Comparison

According to several interviews, under the current training process a recruiter is issued PCS orders in a TEMDUINS status. MILPERSMAN 1306-606, 2007, p. 1, defines TEMDUINS orders as: “Members who are assigned quotas to course(s) of instruction of less than 20 weeks duration in connection with a permanent change of station (PCS) and are assigned to their ultimate permanent duty station upon completion of schooling.” Upon receipt of orders, the NRD is required to forward an Ultimate Duty Assignment message to the sailor’s command, with a copy to NORU, within 30 days. The sailor will execute transfer to NORU under TEMDUINS orders for five weeks. Upon graduation and leave, the sailor reports to their assigned NRD. The PCS cost per potential recruiter is approximately \$12,000 (J. L. Noble, personal communication, November 12, 2012) and includes the Navy average PCS cost of \$4,500 plus \$7,500 to cover per diem, one-way travel, and lodging.

Under the proposed system, the anticipated PCS and TAD cost per potential recruiter would be \$600 more than it currently costs to send a recruiter to NORU first under PCS orders in a TEMDUINS status (\$8,100 versus \$7,500). The estimated cost increase of \$600 is based on 8% of the total TEMDUINS cost of \$7,500 that includes approximately \$600 for one-way travel versus two-way travel. Rather than NPC issuing TEMDUINS orders to NORU, PCS orders would be issued to the recruiter’s assigned NRD, then requiring the NRD to issue (not fund) TAD orders to NORU. The challenge and difficulty rests with funding issues. As stated before, the NRDs do not have the money to send new recruiters TAD to NORU, so either the funds would have to be reallocated from NPC to an NRC account or a specific funding code assigned that would not come out of the NRDs’ budgets. As previously stated, the cost of the SDAP would remain the same, as both scenarios show that the average time when the recruiter first draws SDAP is approximately 95 days.

The author believes the possibility for the \$600 recruiter cost increase could be offset by the gains in increased productivity, which would reduce the number of recruiters needed. For example, the average PPR from 2007 through 2011 was 0.76, or 9.12 net contracts per year per enlisted recruiter. Using the same requirements

determination and funding costs from OPNAV N100 of \$80,000 per each additional enlisted recruiter for FY12, the cost breakdown of \$80,000 includes the following:

- Social Security employer contributions
- Healthcare
- Training
- Basic Allowance for Subsistence (BAS)
- Basic Allowance for Housing
- Pension
- Base Pay
- Special incentives

The above cost does not include variable costs such as recruiter support costs, advertisement, or rating bonuses.

Using the \$80,000 as the cost per recruiter for FY12, yields \$8,771 cost per new recruit ($\$80,000/9.12$). Another way to look at it is that for all the pay and benefits that an enlisted recruiter receives, it is costing the Navy \$8,771 per net contract (not including advertising or support costs). This is a very basic cost and, according to CNRC, the marginal cost of a recruit has not been calculated in the last several years (J. L. Noble, personal communication, November 12, 2012). The Army's cost per net contract using the same basic cost is \$6,995 per Army recruit, the Marine Corps' cost per net contract is \$7,339 per Marine recruit, and the Air Force's cost per net contract is \$3,736 per Air Force recruit (JAMRS, 2010).

The estimated additional cost to send 1,000 new recruiters per year TAD to NORU for five-weeks is approximately \$0.60M/year. The study suggests that benefits could include a reduction to the overall size of the enlisted recruiting force if recruiters are able to produce more contracts in a tour. This would be dependent upon the current number of recruiters on-board versus the size of the annual goal, due to goal constraining, and the increased number of recruit contracts per recruiting tour. Without conducting a controlled experiment, trying to predict the increased number of contracts per tour is unknown. It could be more from shortening the on-boarding process or less by taking the recruiter out of the NRD and sending TAD to NORU for five-weeks.

With CNRC data provided from 2007-2011, Figure 7 shows the initial estimates, based on potential increased recruiter productivity, during a three-year recruiting tour if the annual goal were 34,000. The figure includes the decrease in cost per recruit as the total number of contracts obtained over a three-year recruiting tour increases. As the PPR increases, fewer resources are needed.

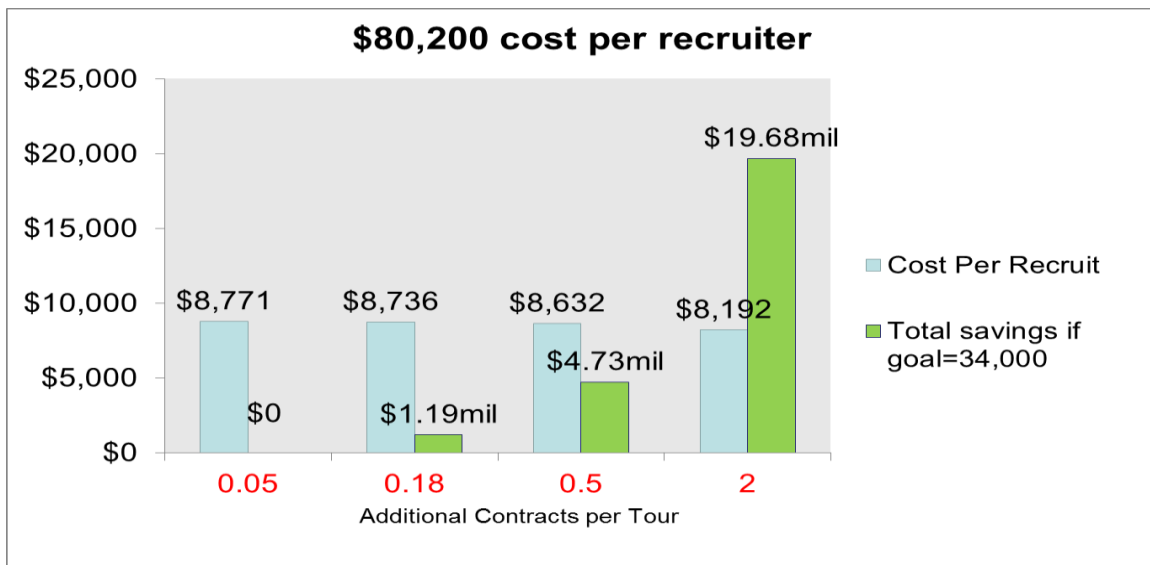


Figure 7. Estimates of Sending a Recruiter TAD to NORU and the Additional Productivity Needed to Break Even.

The estimates were based on the 9.12 average yearly contracts obtained. The cost of \$80,200 was used, which is the FY12 Office of the Chief of Naval Operations (OPNAV) N100 cost of \$80,000 used to determine funding requirements plus \$600, spread out over a three-year recruiting tour, in additional costs for two-way travel. The figure provides the estimated break-even point of 0.05 new additional contracts needed over a three-year tour to justify sending a recruiter TAD for five weeks to NORU. If the number of new contracts over a three-year tour was increased by two, based on an annual NRC goal of 34,000, it is estimated, under these conditions, that the size of the recruiter force could be reduced by 245 recruiters. This, of course, is based on a cost of \$80,200 per recruiter and without the advertisement, and support costs, it is an estimate. The results of this study and analysis were hard to predict without knowing how much more

productive a recruiter would be by sending them to NORU after reporting to their NRD and what impact a goal constrained environment would have.

3. Additional Trade-Offs

There are additional trade-offs, other than cost, between the current eight-month on-boarding process versus the proposed alternative. First, under the alternative six-month on-boarding process, the NRD would lose five weeks of possible production and time for completion of Advance PQS per new recruiter. By reporting first to the NRD for 30 days to complete indoctrination, then sending the new recruiter TAD to NORU for the five-week ENRO course, the NRD would lose five weeks total time that is currently used for production and completion of Advance PQS. When comparing the time after a new recruiter reports to their NRD under the current on-boarding process, the new recruiter will have 45 days to complete indoctrination/BRM PQS, then 4.5 months to complete Advance PQS requirements (a total of six months). During that time, the recruiter is under training but is considered a production recruiter. Under the alternative, the recruiter would be pulled away from the NRD to attend NORU training. So it is possible that sending the recruiter to NORU after completion of NRD indoctrination could be disruptive. The author estimates, however, that the effects would be minimal, based on both on-boarding processes being in Phase 1 of the inverted-U curve (the phase of lowest productivity) during that time period. The trade-off is to reduce the total on-boarding process from eight months to approximately six months and keep the recruiters at the NRD in a constant training/production status, or disrupting NRD training and production by sending a recruiter to NORU for five-weeks after the recruiter has been on-board for 30 days.

In addition, based on interviews with enlisted CANREC recruiters, the author believes that not everyone should be required to complete the entire five-week ENRO course. Over the course of this study, it was noted that several of the same topics were taught at NORU and during NRD indoctrination. According to some of the interviewed CANREC recruiters, they felt that the NORU course could be shortened by a week, as they had just completed their basic PQS requirements, had been exposed to other experienced recruiters, and noticed some similarities between indoctrination/BRM PQS

and the ENRO course taught at NORU. The ENRO course could then be shortened for overlapping areas that are taught and completed during indoctrination. This is a topic recommended for further research.

C. CHAPTER SUMMARY

This chapter reviewed the current on-boarding process and analyzed recruiter training processes in an effort to improve productivity during the first six months of the three-year recruiting tour. By altering when PCS leave is taken and managing recruiter force efficiency, the author believes it is possible to decrease the current on-boarding process from eight months to six, but how small or large an impact that would have on productivity is difficult to predict in a goal-constrained environment without conducting a closed experiment. The estimated cost differences between the current and alternative on-boarding process are anticipated to be minimal, but without knowing the potential loss in productivity while the recruiter is TAD for five weeks, it is difficult to provide a true cost-benefit-analysis.

Chapter IV of this study examines the differences in recruiter productivity across Navy enlisted ratings to see if Petty Officers in some ratings tend to perform better than those in other ratings and if ratings can be used for recruiter selection.

IV. DIFFERENCES IN RECRUITER RATING PRODUCTIVITY

In the simplest of times recruiting is a complex business with the casual observer proclaiming that either this factor or another is the “true” driver of success when in reality it is a host of factors working together in concert.

—former U.S. Army General Maxwell Thurman

The aim of this part of the study is to examine differences in recruiter productivity across Navy enlisted active duty ratings to determine whether sailors in some ratings tend to perform better than those in other ratings. This second part of the study further refines the McCloy et al. (2001) study in an attempt to analyze the variation in recruiter PPR that is based on the ASVAB sub-scores for specific ratings. Specifically, the study examines the relationship between ASVAB sub-scores and initial recruiter training, the relationship between ASVAB sub-scores and PPR for recruiters by rating, and how those results may be used to increase the average productivity of the enlisted recruiting force.

A. METHODOLOGY

This section describes the data and provides summary statistics on Navy enlisted recruiter productivity across different ratings. For the enlisted rating productivity analysis, extracts from two databases were merged. One database provided information on the recruiter, while the second provided information on the recruit signed by the recruiter. The data files used for this study were obtained from NORU and CNRC. The NORU database contained information for 5,518 Navy enlisted recruiters who had successfully completed the ENRO course between December 2007 and August 2012. The second database used for this study was the Personalized Recruiting for Immediate and Delayed Enlistment (PRIDE) database, which contained information for 207,694 recruits who enlisted in the Navy between October 2005 and April 2011. The two databases were merged together to isolate Navy enlisted active duty recruiters in pay-grades E-5 and E-6 who were Fleet sailors, had successfully graduated from the ENRO course, and had completed at least two years as a production enlisted recruiter.

1. Description of the NORU/PRIDE Database

a. NORU Database

The NORU recruiter database had information on the recruiter's class number, their full name, the last four digits of their Social Security Number (SSN), their rank, their rating, their graduation date, and the name of the NRD they reported to after graduating from the course. The database also contained information on how well the recruiter performed in each of the four recruiter modules taught during the ENRO course curriculum, and whether the enlisted recruiter was a Fleet sailor serving on PCS orders under a TEMDUINS status to NORU or was a CANREC who was at NORU serving under TAD orders.

For this study, only those enlisted Navy recruiters serving under PCS orders in a TEMDUINS status were analyzed. These were recruiters who came from the Fleet and had successfully screened for recruiting duty. CANRECs are Navy Reserve enlisted sailors recalled to active duty, generally for two years (but sometimes as long as five years, depending on performance), and sent to NORU under TAD orders. The CANRECs go through a separate screening board and therefore were dropped from the sample. The initial NORU sample of 5,518 recruiters was reduced by 1,240 observations because of missing variables or because the recruiter candidate was in a TAD status.

The NORU database contained 40 different enlisted ratings. "Each rating is required to nominate a certain percentage of their rating population for recruiting each month" (NPC, 2012, para. 1). Not all ratings are eligible for recruiting duty, so for the purpose of this portion of the study, only sailors in those ratings that are eligible for recruiting duty were analyzed.

b. PRIDE Database

The PRIDE database is used by the Navy to support the enlisted accessions process by providing enlisted applicant classification and allocation of training resources. The PRIDE database captures enlisted applicant qualifications data and determines the ratings and programs for which an enlisted applicant is best qualified. The

system matches applicant qualifications to available programs as determined by the needs of the Navy and school seat quota availability to provide available options (NRC, 2009).

The PRIDE recruit database contained information on the sex; race, marital status, and AFQT score of recruits who entered the Navy between October 2005 and April 2011. PRIDE also included the SSN, and NRD location for the recruiters who wrote the enlisted contracts. That is, each recruit was linked to the recruiter responsible for his/her contract. The PRIDE file contained information on AFQT scores for 207,694 recruits who enlisted between October 2005 and April 2011. The PRIDE database did not contain demographics on the recruiters who were responsible for each recruit. The sample of recruits from PRIDE was reduced by 82,000 observations because they could not be matched to the responsible recruiters contained in the December 2007 NORU dataset.

2. Merging the Data

Preliminary work was performed on the PRIDE and NORU database extracts to achieve a single data file that contained information for Navy active duty enlisted production recruiters (E-5/E-6) who had completed initial recruiter training at NORU. The NORU data file contained information on each recruiter's grades for each of the four training modules, their overall course grade, their rank, their rating, their NRD assignment, the date they reported to the NRD, and the total number of contracts written for recruiters with at least 18 months of experience. A number of issues arose when trying to merge these two databases.

Prior to merging the data extracts, all those under TAD orders and individuals with missing variables were dropped from the NORU database. Furthermore, all individuals with a rank and rating ending in C or CS were dropped. These are either Chief Petty Officers or Senior Chief Petty Officers who were dropped because they usually serve as LCPOs and therefore were nonproduction recruiters. After these deletions, the sample contained 3,832 observations.

The NORU data extracts contained information on the recruiter responsible for each recruit including the recruiter's last, first name, and last four digits of his/her SSN. The goal was to merge information from the NORU file with the PRIDE files so that the

recruiter's productivity could be observed over time. The PRIDE data extract contained recruiter's full SSN and NRD, whereas the NORU data set contained only the last four digits of the recruiter's SSN. Using the last four digits of their SSN to merge the files resulted in fewer than 30% of all observations matched. Ideally, these two datasets could have been merged by a common variable, such as the full SSN.

To overcome this problem, both data extracts were merged by the last four digits of their SSN and by NRD. This resulted in about 60% of all observations being captured and yielded a total of 2,157 observations. If the PRIDE data extract included the recruiter's name, more observations could have been merged. All recruiters who spent less than 18 months on recruiting duty at the NRD were deleted.

Those recruiters with less than 18 months of recruiting experience were identified based on the date they reported to their NRD and then subtracting the date the PRIDE data file ended (April 2011). Because recruiters spend the first six to eight months of their recruiting tour in a training capacity with very limited production, the author of this study wanted to focus on recruiters who had at least 18 months of recruiting experience in order to obtain a more accurate monthly PPR. Furthermore, because the PRIDE data extract ended in April 2011, one year of observations from the NORU files were lost. This resulted in a total of 1,012 observations being captured for the study.

In addition, 24 recruiters who were in the pay grade of E-6 and had completed a three-year recruiting tour were dropped because their PPR was below 0.30. This was based on the assumption that these recruiters were promoted to LPO, which is a normal path for a high-achieving production recruiter. This decision was confirmed from the interviews conducted and resulted in a final analysis sample of 987 observations used for this study.

3. Summary Statistics

The sample of 987 recruiter observations contained the following variables: Module 1 average score, Module 2 average score, Module 3 average score, Module 4 average score, the overall ENRO average score, the average PPR, and the minimum ASVAB sub-score necessary to qualify for a given rating. The minimum ASVAB sub-score was chosen as a proxy for ability because the data files used for this study did

not contain the recruiters' actual ASVAB scores. This is explained further in the next section. Table 4 provides descriptive statics for these variables.

Table 4. Recruiter Grades at NORU and Productivity.

Variable	N	Mean	Standard Deviation
Module 1	987	92.23	5.28
Module 2	987	89.76	5.05
Module 3	987	87.94	5.15
Module 4	987	90.33	4.97
ENRO Composite	987	90.07	3.73
PPR	987	1.21	0.45
ASVAB Sub-Score	987	183.47	40.13

The low variance found in the ENRO course grades, along with the course module average were similar to the results found in the McCloy et al. (2001) study based on their sample of 1,055 recruiter observations. The low variation can be attributed to the 80% minimum score needed to pass the course and the data set not including observations for those recruiters who failed the course. For comparison purposes, Table 5 provides the ENRO course grades from the McCloy et al. (2001) study.

Table 5. Recruiter Grades (From McCloy et al. (2001).

Variable	N	Mean	Standard Deviation
Module 2	1,055	90.60	6.10
Module 3	1,055	90.70	6.30
Module 4	1,055	87.70	5.70
ENRO Composite	1,055	89.70	4.80

The PPR average of 1.21 in the sample used in this study can be compared to the CNRC average PPR of 0.86 from the same time period. The difference in PPR could be the result of this study dropping recruiters who were in pay grades E-7/E-8 and whose PPR was below 0.30. The interviews indicated that E-7/E-8 recruiters who were in a production status for less than six months during a three-year tour generally went on to become LCPOs in a nonproduction status. The higher PPR in this data set may also be

attributable to the 24 recruiters in pay grade E-6 who were dropped because their PPR was below 0.30, even though they had completed a three-year tour. It is assumed that after 12-18 months they were promoted to an LPO position at a recruiting station. The ASVAB sub-score was included to serve as a proxy for cognitive ability and will be discussed in Section B. Table 6 shows that 68% of all recruiters were in pay grade E-5.

Table 6. Recruiter Demographics by Pay Grade.

Characteristic	N	Percent
E-5	676	0.68
E-6	311	0.32

Table 7 shows the distribution of recruiters by rating. Not all ratings are used in this study; only those whose communities which designate a certain percentage each month for recruiting duty were used.

Table 7. Distribution of Recruiters by Rating

Characteristic	N	Percent	Characteristic	N	Percent
ABE	9	0.01	ET	28	0.03
ABF	16	0.02	FC	44	0.05
ABH	16	0.02	GM	23	0.02
AD	31	0.03	GSE	9	0.01
AE	35	0.04	GSM	30	0.03
AM	48	0.05	HT	18	0.02
AME	18	0.02	IC	8	0.01
AO	32	0.03	MA	17	0.02
AT	28	0.03	MM	116	0.12
AW	11	0.01	OS	52	0.05
BM	82	0.08	PR	4	0.005
BU	10	0.01	PS	5	0.005
CE	6	0.005	QM	26	0.03
CM	12	0.01	SH	11	0.01
CS	23	0.02	SK	26	0.03
CT	39	0.04	STG	27	0.03
DC	20	0.02	STS	8	0.01
EM	36	0.04	SW	6	0.005
EN	22	0.02	UT	8	0.01
EO	8	0.01	YN	21	0.02

B. USE OF THE NORU/PRIDE DATABASE TO ANALYZE THE VARIOUS NAVY ENLISTED RATINGS

As stated in the Introduction, one of the goals of this study is to analyze the PPR and initial recruiter training test scores for Navy E-5 and E-6 ratings serving on active duty and serving in a rating that designates a percentage of their rating population for recruiting duty. Several studies have focused on the effect of cognitive ability on sales performance, but little research has been done on comparing the rating's minimum test score requirement to the recruiters' average production.

This section examines the differences in recruiter productivity across Navy enlisted ratings in an effort to determine if petty officers (E-5/E-6) in ratings that require higher cognitive skills, on average, perform better than those in ratings with lower cognitive skills. The goal is to determine how those results may be used to increase the average productivity of the enlisted recruiting force by increasing or decreasing the percentages of enlisted sailors nominated for recruiting duty from the eligible rating communities.

1. Criteria

Before running any analysis, two variables of primary interest—recruiter PPR and recruiter ASVAB sub-scores—presented several problems that had to be resolved:

- The total number of recruiter contracts in the PRIDE sample was provided. As previously mentioned, individuals in pay grade E-8 with low PPRs were dropped because they were in a nonproduction status. Several E-6 sailors with PPRs below 0.30 also were dropped due to the assumption that they were promoted to LPO.
- The average PPR per recruiter had to be calculated manually, based on the total number of contracts written divided by the total number of months the recruiter was on-production. This was computed for every recruiter in the sample who had served at least 18 months as a production recruiter.
- The ASVAB sub-score had to be calculated for every rating in the sample. The minimum ASVAB sub-score needed to qualify for a rating was calculated only for those ratings that are required to designate a percentage of the rating population for recruiting duty. The minimum qualifying ASVAB score was used as a proxy variable for cognitive ability.

The ASVAB is broken down into nine sections in the following order: General Science (GS), Arithmetic Reasoning (AR), Word Knowledge (WK), Paragraph Comprehension (PC), Mathematics Knowledge (MK), Electronics Information (EI), Auto Shop (AS), Mechanical Comprehension (MC), and Assembling Objects (AO). The Verbal (VE) is not a separate section of the ASVAB, but is the raw WK + PC score. Specific Navy enlisted jobs (ratings) require minimal composite scores derived from the selected sub-tests of the ASVAB. For example, the minimum line score requirement to qualify to become an Aviation Boatswain's Mate-Equipment (ABE), Aviation Boatswain's Mate-Fuels (ABF), or Aviation Boatswain's Mate – Handling (ABH), is $VE + AR + MK + AS = 184$.

Not every rating uses the same sub-tests of the ASVAB to determine the minimum line score requirement. For example, some ratings require a heavy emphasis on math or science skills, and some ratings require more emphasis on mechanical skills, while other ratings require minimal verbal skills.

The potential for bias was addressed by using COMNAVCRUITCOMINST 1130.8J-Volume IV (2011) to review all 40 ratings' line score requirements and minimum scores. It was found that most ratings offered two composite score requirements. For example, Aviation Support (AS) is determined by $VE+AR+MK+AS=210$ or $VE+AR+MK+MC=210$. In those cases, the required sub-scores that were the same were used to assign their overall composite score. This approach worked for most of the ratings, in an effort to have a standardized system of conversion.

There were fewer than 10 ratings that did not use the same composite scores as other ratings. These ratings did not require the math or technical skills and were placed in nontechnical "groups." Table 8 shows the minimum rating ASVAB sub-score requirements needed to qualify for each rating. Appendix D contains the ASVAB test score qualification for each rating and a description of each rating.

Table 8. ASVAB Sub-Score Requirements.

Min. ASVAB Sub-Score	Sub-Tests	Navy Enlisted Rating
88	VE+AR	CS
95	VE+AR	SH
96	VE+AR	QM
98	VE+AR+MK+AS	MA
102	VE+AR	SK
105	VE+MK	PS, YN
109	VE+AR	CTR
145	AR+MC+AS	BU, EO, SW
157	VE+MK+CS	OS
162	VE+MK+GS	CTI, CTT
175	VE+AR+MK+AS	BM
184	VE+AR+MK+AS	ABE, ABF, ABH
185	VE+AR+MK+AS	AO, PR
200	VE+AR+MK+AS	GSM, MM
201	AR+MK+EI+GS	CE, UT
205	VE+AR+MK+AS	DC, EN, HT
210	VE+AR+MK+MC	AD, AM, AW, EM, GSE
213	AR+MK+EI+GS	IC
222	VE+AR+MK+MC	AE, AT
223	AR+MK+EI+GS	CTM, ET, FC, STG

2. Procedure

To analyze the relationships between ASVAB sub-score and ENRO course grade the author created five groups, based on the rating's minimum required ASVAB test score, with an equal or similar number of observations to ensure a large enough sample size to ensure equal sampling distribution of their means. This was necessary due to some ratings having as few as four observations, with other ratings having as many as 116 observations. The larger the size of each sample, the smaller the standard deviation of the sampling distribution of means. The author wanted a realistic picture of the relationship between the minimum ASVAB sub-scores needed for nontechnical and technical ratings and their overall performance at ENRO. The same procedure was used to analyze the relationship between minimum ASVAB sub-scores required and PPR.

Five rating groups were created to compare the mean ENRO score in each group against the total sample mean's ENRO scores and to also compare the groups' mean PPR against the total sample mean PPR. The five rating groups were:

- **GROUP I** – ratings that do not require a great deal of math skills, or technical ability based on ASVAB requirements. These ratings primarily consist of customer service-type ratings.
- Minimum ASVAB sub-score: 88-157 (BU, CS, CTR, EO, MA, OS, PS, QM, SH, SK, YN). N=218.
- **GROUP II** – ratings that require some proficiency in math, and/or technical ability in working with aircraft or machinery.
- Minimum ASVAB sub-score: 162-185 (CM, CTI, BM, ABE, ABF, AO, PR). N=188
- **GROUP III** – ratings that require technical knowledge of machinery and complex machine parts.
- Minimum ASVAB sub-score: 200-205 (GSM, MM, EN, UT, DC, GM, HT). N=243
- **GROUP IV** – ratings that require electrical knowledge and/or skills needed working with jet engine aircraft.
- Minimum ASVAB sub-score: 210-213 (AD, AM, AME, AW, EM, IC). N=161.
- **GROUP V** – ratings that require the most technical ability in working with electrical systems, aircraft, and complex weapons systems.
- Minimum ASVAB sub-score: 222-235 (AE, AT, CTM, ET, FC, STG, STS). N=176.

C. RESULTS

Before analyzing the results, descriptive statistics were computed from each group to examine the distributions and identify any violations of normalcy assumptions. These descriptive statistics differ from those presented in Tables 4 through 8 because those tables included the descriptive statistics for the recruiter variables.

1. Descriptive Statistics

Tables 9 and 10 present descriptive statistics for the complete data set and show that, on average, the ENRO test scores were around 90% and the average PPR was around 1.21 contracts.

Based on the descriptive statistics in Table 9, assuming that the data came from a normal distribution with unknown mean and standard deviation, the 95% confidence intervals for the ENRO average grade is 89.835 and 90.305.

Table 9. ENRO Average Grade (2007-2011).

ENRO Average Grade (2007-2011)	
Mean	90.07
Standard Error	0.12
Standard Deviation	3.73
Sample Variance	13.89
Skewness	0.13
Range	19.25
Minimum	80.5
Maximum	99.75
Count	987
Confidence Intervals (95%)	89.835/90.305

Based on the descriptive statistics in Table 10, assuming that the data came from a normal distribution with unknown mean and standard deviation, the 95% confidence intervals for PPR is 1.182 and 1.238.

Table 10. Recruiter PPR Average (2007-2011).

PPR (Three-Year Average)	
Mean	1.21
Standard Error	0.01
Standard Deviation	0.45
Sample Variance	0.20
Skewness	-0.02
Range	2.54
Minimum	0.3
Maximum	2.84
Count	987
Confidence Intervals (95%)	1.182/1.238

Table 11 shows the ENRO course average grade for each of the five rating groups. Group I is comprised of ratings that require few technical skills or cognitive ability based on their minimum required ASVAB scores. It was interesting to find that, on average, the mean ENRO grades were similar for Groups I through III. Group V had the highest overall mean score of 92%, which was 2% above the sample population. Group V consisted of ratings that required the highest cognitive ability.

Table 11. ENRO Course Average by Rating Group.

Rating Group	ENRO Average									
	Mean	SE	SD	SV	Skewness	Range	Min.	Max.	Count	C.I. (95%)
I	89.65	0.23	3.43	11.80	0.11	18.50	81.25	99.75	218	89.192/90.108
II	89.1	0.27	3.68	13.57	0.25	16.00	81.75	97.75	188	88.570/89.630
III	89.58	0.26	3.99	15.96	-0.17	18.50	80.50	99.00	243	89.075/90.085
IV	90.36	0.29	3.71	13.79	-0.21	14.75	82.50	97.25	161	89.782/90.938
V	91.99	0.23	2.99	8.99	-0.39	17.00	82.00	99.00	176	91.544/92.436

A Two-Sample T-test (assuming unequal variances) was used to check if the mean ENRO course grades were statistically different among all five groups, as the author of this study wanted to know if the mean ENRO course average for a particular group was equal to the mean ENRO course average of another group. The results of comparing mean ENRO grades between Groups I and II are shown in Table 12. The mean was not statistically different as the t-stat was found to be less than the t-critical ($1.56 < 1.97$), as shown in Table

12. In other words, the author failed to reject that the mean Group I ENRO average was equal to the mean Group II ENRO average with 95% confidence.

Table 12. ENRO Two-sample T-test of ENRO Course Grades (Groups I and II).

	Group I ENRO Avg.	Group II ENRO Avg.
Mean	89.66	89.10
Variance	11.80	13.57
Observations	218	188
Hypothesized Mean Difference	0	
df	386	
t Stat	1.56	
P(T<=t) one-tail	0.06	
t Critical one-tail	1.65	
P(T<=t) two-tail	0.12	
t Critical two-tail	1.97	

The results of comparing mean ENRO grades between Groups I and III are shown in Tables 13. The means were not statistically different as the t-stat was found to be less than the t-critical ($0.23 < 1.97$), as shown in Tables 13. The author failed to reject that the mean Group I ENRO average was equal to the mean Group III ENRO average with 95% confidence.

Table 13. ENRO Two-sample T-test of ENRO Course Grades (Groups I and III).

	Group I ENRO Avg.	Group III ENRO Avg.
Mean	89.66	89.58
Variance	11.80	15.96
Observations	218	243
Hypothesized Mean Difference	0	
df	458	
t Stat	0.23	
P(T<=t) one-tail	0.41	
t Critical one-tail	1.65	
P(T<=t) two-tail	0.82	
t Critical two-tail	1.97	

The results of comparing mean ENRO grades between III and V are shown in Tables 14. The means were not statistically different as the t-stat was found to be less than the t-critical ($-7.04 < 1.97$), as shown in Table 14. The author failed to reject that the mean Group III ENRO average was equal to the mean Group V ENRO average with 95% confidence.

The mean average of Group V was approximately 2% higher than the mean average of Groups I-IV and the variance was lower. Enlisted recruiters in Group V are considered the most technically skilled ratings in the Navy. The minimum ASVAB sub-score requires proficiency in math, electronics, and science, so it was not surprising to see the higher mean score.

Table 14. ENRO Two-sample T-test of ENRO Course Grades (Groups III and V).

	Group III ENRO Avg.	Group V ENRO Avg.
Mean	89.58	91.99
Variance	15.96	8.99
Observations	243	176
Hypothesized Mean Difference	0	
df	416	
t Stat	-7.04	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.65	
P(T<=t) two-tail	0.00	
t Critical two-tail	1.97	

The author of this study chose not to compute individual t-stats for all 20 possible ENRO Course Grade pairwise combinations. Therefore, the author chose to estimate an OLS regression to examine all rating group differences for the 20 possible pairwise combinations. The dependent variable used was ENRO Course Grade. The author created dummy independent variables for all ratings in Groups I through V, based on the ratings minimum ASVAB sub-score. Table 15 shows the relationship between ASVAB sub-scores and training grades using OLS regression. From Table 15, the data shows that, on average, recruiter ENRO grades are 0.69 points higher for Group IV than for Group I. The estimated coefficient of Group IV was found to be statistically significant. The data also shows that, on average, recruiter ENRO course grades are 2.31 points higher for

ratings in Group V than in Group I. The estimated coefficient of Group V was found to be statistically significant. The hypothesis of higher cognitive ability leading to higher ENRO course grades further validated previous research. The R^2 was 0.08, which means ASVAB sub-scores explained 8% of the variation in recruiter grades. This is lower than the R^2 of 0.22 in the McCloy et al. (2001) study. The difference may be due to the use of proxies for cognitive ability here, rather than the recruiter's actual ASVAB scores.

Table 15. Regression of ENRO Grade on ASVAB Minimum Score.

Variables	Coefficients	Standard Error
Constant	89.67	0.24
Group II	-0.59	0.36
Group III	-0.09	0.34
Group IV	0.69*	0.37
Group V	2.31***	0.36
***p<0.01, *p<0.1		

Table 16 shows the PPR average for recruiters in each of the five rating groups. Group I is again comprised of ratings that require few technical skills (or cognitive ability) based on their rating minimum ASVAB scores. Groups IV and V are comprised of ratings that require high cognitive ability. On average, the mean PPR between Groups I, II, IV, and V were similar. Group III, which is comprised of primarily construction or general mechanical ratings, on average, had a mean PPR of 1.16, which is about 4% below the sample mean and 6% below Groups II and IV.

Table 16. PPR Average by Rating Group.

Group	PPR AVERAGE									
	Mean	SE	SD	SV	Skewness	Range	Min.	Max.	Count	C.I. (95%)
I	1.22	0.03	0.45	0.20	0.36	2.05	0.34	2.39	218	1.160/1.280
II	1.23	0.03	0.46	0.21	0.50	2.49	0.35	2.84	188	1.165/1.295
III	1.16	0.03	0.46	0.21	0.42	2.16	0.30	2.46	243	1.103/1.217
IV	1.23	0.03	0.43	0.18	0.47	2.26	0.33	2.59	161	1.164/1.296
V	1.22	0.03	0.45	0.20	0.68	2.30	0.42	2.72	176	1.154/1.286

A Two-Sample T-test assuming unequal variances was used to check if the means were statistically different between all five rating groups. The results between Groups III

and V are shown in Table 17. The means were not statistically different as the t-stat was found to be less than the t-critical two-tail ($-1.515 < 1.966$).

Table 17. PPR Two-sample T-test for Unequal Variances.

	Group III PPR Avg.	Group V PPR Avg.
Mean	1.16	1.22
Variance	0.21	0.20
Observations	243	176
Hypothesized Mean Difference	0	
df	382	
t Stat	-1.52	
P(T<=t) one-tail	0.07	
t Critical one-tail	1.65	
P(T<=t) two-tail	0.13	
t Critical two-tail	1.97	

The author of this study chose not to compute individual t-stats for all 20 possible PPR pairwise combinations. Therefore, the author chose to estimate an OLS regression to examine all rating group differences for the 20 possible pairwise combinations. The dependent variable used was recruiter PPR and the independent variables used were Group I ASVAB minimum score, Group II ASVAB minimum score, Group III ASVAB minimum score, and Group IV ASVAB minimum score. The author chose to use Group V as the reference group based on the assumption from the interviews conducted, that cognitive skills didn't translate into higher recruiter production. Table 18 shows the relationship between ASVAB sub-scores by rating and recruiter PPR using OLS regression. From Table 18, the data shows that, on average, recruiter PPR was higher by 0.08 contracts for ratings in Group I versus Group V and the estimated coefficient was found to be statistically significant. The estimated coefficients from Groups II through IV were not statistically different from Group V. The hypothesis of higher cognitive ability leading to higher PPR was not the case in this study. The R^2 was 0.02, which means ASVAB Sub Scores explained 2% of the variation in recruiter PPR. This is slightly higher than the R^2 of 0.013 in the McCloy et al. (2001) study. The difference may be due to the use of proxies for cognitive ability here, rather than the recruiter's actual ASVAB scores.

Table 18. Regression of PPR on ASVAB Minimum Score.

Variables	Coefficients	Standard Error
Constant	1.18	0.03
Group I	0.08*	0.05
Group II	0.05	0.04
Group III	0.02	0.04
Group IV	0.06	0.05
*p<0.1		

2. Trade-Offs

During the course of gathering data and interviewing individuals for this study, the general hypothesis was that recruiters who had higher cognitive ability would not only perform better at NORU, but would have higher productivity. According to the interviews, some LPOs and LCPOs, based on their years of recruiting experience, thought that ratings in a customer service-type of capacity had higher productivity. When asked why, the reasons varied from working well with others to being able to work independently. Other interviewees, based on their experience, concluded that engineering type of ratings had higher productivity based on the Navy ship culture of working long hours and having a “can’t fail” type of mindset. The data, however, indicates that ratings that required higher cognitive ability, on average, did not necessarily perform any better than other ratings requiring less cognitive ability.

In the McCloy et al. (2001) study, the authors concluded that ASVAB test scores only predicted 1.3% of the variation in recruiter productivity and 22% of the variance in the enlisted recruiters’ overall performance in their initial training school (ENRO). Furthermore, McCloy et al. (2001) concluded that NORU grades “added virtually no information to the prediction of recruiter quantity of production” p. ii. This study and the McCloy et al. (2001) study did support the relationship between high-ability ratings and their performance at NORU, but found very little relationship between high-ability ratings and their production as a recruiter.

Based on the findings of this study and others, there are trade-offs involved in the composition of the enlisted recruiter force. For example, during periods of growth, when the size of the recruiter force is expanding, it would be more cost effective for the Navy to increase the percentage of recruiters that are in rating Groups I and II based on the

average annual salary the Navy has to pay for that resource. Sailors in rating Groups I and II are less costly because they seldom receive a Selective Reenlistment Bonus (SRB).

Every year the Navy modifies and designates who qualifies for an SRB. These are men and women who have completed a four-year tour of duty and are in ratings that require greater technical skills and take longer to train. In years when the Navy has a shortage of these critical skills, sailors who have completed a tour of duty are generally offered an SRB to reenlist in the Navy. Some of the bonuses that are paid require those sailors to stay in a job that utilizes those critical skills. Other bonuses are paid to specific type of ratings that allow the sailor to pursue orders to a job that is not related to their critical skills. Generally, unless there is a critical shortage of nontechnical type of ratings, these sailors are not offered an SRB. It would be more cost effective to increase the size of the recruiter force with individuals that have, on average, the same level of recruiter productivity as those ratings that are offered SRBs.

Furthermore, expanding the size of the recruiter force with sailors who are not in critical shortage skills, allows the Navy to distribute sailors with high-demand skills in areas that are needed most, which is generally at sea. In periods of contraction, the Navy would be better off reducing the percentages of those high skill-rating populations that are assigned to recruiting duty. Doing so, would allow the Navy to allocate those resources and skills where they are needed most.

Figure 8 displays the individual rating productivity for several ratings whose sample size was greater than 30. Because of the number of dropped observations during the data merging process, there were several rating samples with observations that ranged from as few as four to as many as 116. Only those ratings with sample populations greater than 30 are shown.

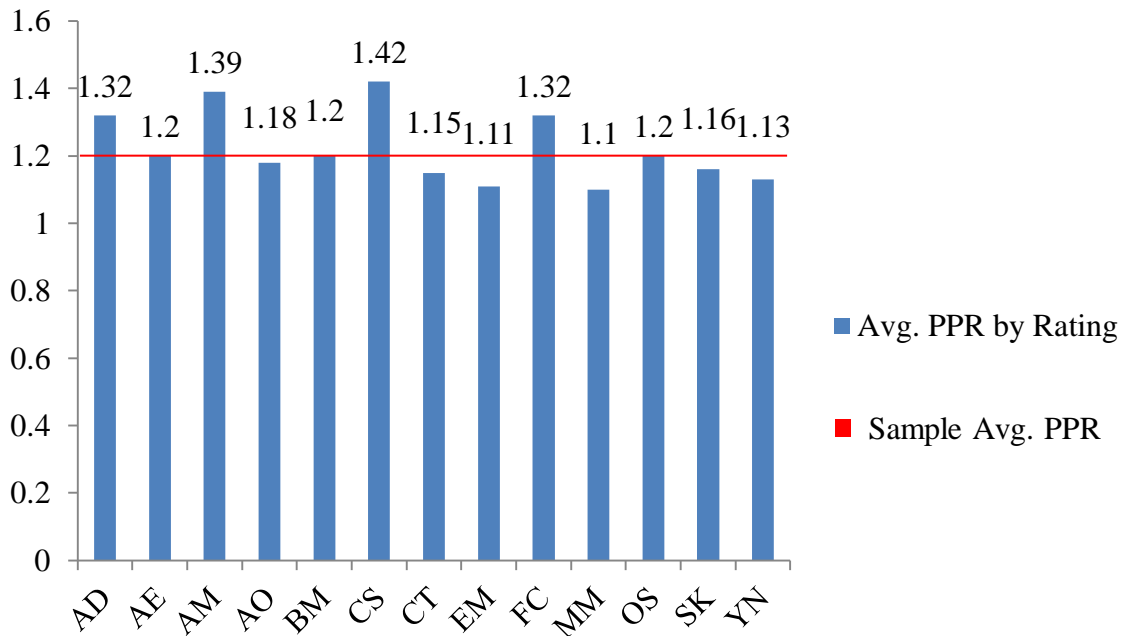


Figure 8. Monthly PPR for Several Ratings.

According to Figure 8, Aviation Machinist Mates (AD), Aviation Structural Mechanic (AM), Culinary Specialists (CS), and Fire Controlman (FC) had the highest average monthly PPR. Yeoman (YN), Machinist Mate (MM), and Electricians Mate (EM) had the lowest average monthly PPR. It would be possible for CNRC to increase recruiter productivity by employing more of the FCs, ADs, and AMs, while reducing the percentage of YNs and MMs, as every rating community is required each month to nominate a certain percentage of their rating population for recruiting duty. However, if some of those ratings qualify for a SRB, would the higher PPR offset the cost of paying the SRB? Listed below is the definition of the SRB and how it is used by the Navy.

The intent of the Selective Reenlistment Bonus (SRB) is to incentivize Sailors with critical skills and experience to stay Navy. SRB rewards Sailors who attain special training in skills most needed in the fleet, and helps meet critical skill reenlistment benchmarks and enhance Navy's ability to size, shape and stabilize manning. Award levels are strategically adjusted as reenlistment requirements for specific ratings and skill sets are met. (NPC, 2012, para. 1)

In answering the previous question “if some of those ratings qualify for the SRB, would the higher PPR offset the cost of paying the SRB,” the following is a comparison between a recruiter whose rating requires proficient technical ability (Group V) and a recruiter in a rating that is nontechnical (Group I).

If NRC were to hire a FC who earned an SRB of \$60,000 for a four-year reenlistment and was allowed to be detailed to recruiting command for three years, the total cost would be \$300,000, based on the OPNAV N100 enlisted cost of \$80,000 per year to fund an enlisted billet plus the SRB amount of \$60,000. The FC has a monthly PPR of 1.32, or 15.84 contracts per year. The annual cost for the FC recruiter is \$100,000 per year for three years while assigned to recruiting duty. The cost per recruit is \$6,313 for employing the FC recruiter with an SRB and the total number of contracts obtained over a three-year period would equal 47.52.

Using the same analogy, if NRC were to hire a YN who typically does not qualify for an SRB for three years as an enlisted recruiter, the total cost would be \$240,000, or \$80,000 per year. The YN has a monthly PPR of 1.13 or 13.56 contracts per year. The cost per recruit for the YN is \$5,899. The total number of contracts written for the YN over a three-year period would equal 40.68. Even though the Navy might get greater production from the FC, it will cost \$414 more per recruit using an FC rather than a YN. The Navy would be better off with the YN. The other ramification of employing recruiters who have critical skills sets is the additional opportunity cost to the Navy of not having that rating in their critical billets.

In addition, the Navy might be better off with more E-5 production recruiters and fewer E-6 production recruiters. The trade-off would be having lower cost individuals in recruiting, but at the expense of losing experienced leadership needed to fill LPO positions who gain experience as production recruiters. Furthermore, sailors must spend some time on shore duty, often in billets unrelated to their primary specialty.

Table 19 shows the relationship between pay grade and recruiter PPR using OLS regression. The R^2 was 0.02, which means pay grade differences explained 2% of the variation in recruiter PPR. Table 19 shows that, on average, E-5 recruiters (who started and completed a three-year tour as an E-5) have a higher PPR than E-6 recruiters.

What is not known and was not captured in the PRIDE data, are those recruiters who begin their recruiting tour in pay grade E-5 and then during the course of their 36-month recruiting tour are promoted to pay grade E-6. Based on the interviews conducted, sailors can be meritoriously advanced from E-5 to E-6 (usually two or three per NRD), or advanced by normal time-in-grade promotions. Those promoted to E-6, may be called to serve as an LPO depending on the needs of the NRD and the number of CRF recruiters available in pay-grade E-6. Therefore, the effects may be overstated as some of the E-5 recruiters may have been promoted to E-6.

The estimated coefficient in Table 19 was found to be statistically significant at the 1%-level and is 10% below the mean sample population PPR of 1.21. If the Navy were to identify the annual average openings for LPO positions and restricted those to E-6 pay grades, it could allow the Navy to select and keep the highest performing production recruiters. One recommendation would be to restrict production recruiters to the E-4/E-5 pay grades and keep enough E-6 recruiters to fill the LPO positions. The descriptive statistics for both E-5 and E-6 recruiters are listed in Table 20.

Table 19. Regression of PPR on Pay Grade.

Variables	Coefficients	Standard Error
Constant	1.25	0.02
E-6	-0.13***	0.03
***p<0.01		

Based on the Confidence Intervals of in Table 20, assuming that the data came from a normal distribution with unknown mean and standard deviation, the 95% confidence intervals for the mean is 1.221 and 1.279 for E-5, and 1.071 and 1.169 for E-6.

Table 20. E-5 and E-6 Descriptive Results.

	E-5 Avg. PPR	E-6 Avg. PPR
Mean	1.25	1.12
Standard Error	0.02	0.02
Standard Deviation	0.46	0.42
Sample Variance	0.21	0.18
Skewness	0.47	0.51
Range	2.51	2.12
Minimum	0.33	0.30
Maximum	2.84	2.42
Count	676	310
Confidence Intervals (95%)	1.221/1.279	1.071/1.169

3. Conclusions

The Navy has adopted an RAB to screen potential recruiters. Because recruiters serve as ambassadors of the Navy to the communities in which they serve and provide the critical manpower supply needed for sustained operations, it is important for the Navy to make good decisions about which recruiters will be cost effective.

The results of this study suggest that ratings that require higher cognitive ability, on average, slightly outperformed ratings with lower cognitive ability during initial recruiter training. The data suggests the effects, on average, were 3% higher for some ratings that required higher ASVAB sub-scores with respect to their ENRO course grades while assigned to NORU. The results are statistically significant, but had marginal effects.

Furthermore, there was a slight difference in recruiter productivity between some ratings that required higher cognitive ability and some ratings with lower cognitive ability. The results of this study do suggest differences in productivity among all the various ratings. The links between aptitude, personality, behavior, and sales and recruiting performance were identified in Borman et al. (1979); Penny et al. (2007); and Bearden et al. (2000). Penney et al. (2007) found the highest correlations were between selling skills and production (0.61), human relations skills and production (0.33), and organizing skills and production (0.23). Further research is recommended to fully quantify the cost of a rating screening process and understanding the differences in

cognitive ability, the different cultures of each rating, and their correlation to recruiting performance.

Chapter V of this study provides a summary of the study, conclusions, recommendations, and areas for further study.

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V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In a budget-constrained environment, efficient management of the Navy's enlisted recruiter force has become increasingly important. Developing new strategies would allow the Navy to more readily adjust to changing market conditions in an effort to improve individual recruiter productivity. This study has extended prior research on enlisted Navy recruiter productivity by examining the initial assignment and training process for enlisted recruiters, known as the "on-boarding" process. This study examined how that on-boarding process might be shortened to allow more time to be devoted to on-production recruiting during a recruiter's tour of duty. Furthermore, this study examined the differences in recruiter productivity across Navy enlisted ratings to see if petty officers in some ratings performed better than those in other ratings.

A. SUMMARY

The average eight months of time spent training a fully qualified enlisted recruiter—from the time they report to their initial recruiter training to the time they pass their advance qualification boards—is significant. During the first four to six months, the average recruiter workload is primarily limited to working with applicants whose "kits" (necessary paperwork required for enlistment) were started by other, more experienced recruiters. Considering that six to eight months of a three-year tour is spent training and that, on average, the final six months are often spent turning over to his or her relief and getting prepared for their next set of orders, the average window for maximum productivity during a recruiting tour is only two years. This study evaluated how the on-boarding process might be shortened by altering when a recruiter first reports to initial training. The analysis determined that it is possible to increase individual productivity during the on-boarding period with minimal to no increase in cost to the Navy. However, this would be dependent on the current number of recruiters on-board and the size of the annual goal, due to goal constraints, and the change in the total number of contracts per recruiting tour.

The second part of the study examined differences in recruiter productivity across Navy enlisted active duty ratings to see whether sailors in some ratings performed better than those in other ratings. This study analyzed the variation in recruiter PPR that is based on the minimum required ASVAB sub-scores for specific ratings. Specifically, this study examined the relationship between minimum ASVAB sub-scores and initial recruiter training success, and the relationship between minimum ASVAB sub-scores and PPR for recruiters by rating, and how those results may be used to increase the average productivity of the enlisted recruiting force. The goal of the analysis was to determine if it is possible to increase the average productivity of the enlisted recruiting force.

The results of the second part of this study suggested that ratings that required higher cognitive ability, on average, slightly outperformed ratings with lower cognitive ability during initial recruiter training. The data suggested that the effects, on average, were 3% higher for some of the ratings that required higher minimum ASVAB sub-scores with respect to their ENRO training course grades at NORU. The results were statistically significant, but the size of the effects was relatively small.

Furthermore, the second part of this study found that there were slight differences in recruiter productivity between some ratings that required higher cognitive ability and some ratings with lower cognitive ability. The results of this part suggested differences in productivity among all the various ratings, as well as significant productivity differences between recruiters in pay-grades E-5 and E-6.

Further research is recommended for this part of the study to fully quantify the cost of a rating screening process and understanding the differences in cognitive ability, the different cultures of each rating, and their correlation to recruiting performance.

B. RECOMMENDATIONS

To achieve efficient management of the Navy's enlisted recruiter force, NRC should thoroughly analyze the efficiency of the current on-boarding process, as well as the varying productivity levels among recruiters from different rating communities. An understanding of the current eight-month on-boarding process and the limitations it has potentially placed on recruiter productivity is critical to extending the "high-productivity phase" during an enlisted recruiter's tour of duty. Furthermore, an understanding of the

differences in recruiter productivity among the different enlisted ratings could allow the Navy to efficiently manage the enlisted recruiter force during periods of growth and retraction. The following recommendations, generated from the findings of this study, could help to support the efficient management of the Navy's enlisted recruiter force by increasing recruiter productivity.

1. Altering the On-Boarding Process

Would it be cost-effective for NRC to change the on-boarding process to reduce the length from eight months to six?

a. Conclusion

By altering when PCS leave is taken and managing recruiter force efficiency, the author believes it is possible to decrease the current on-boarding process from eight months to six. However, it is difficult to accurately predict the impact of this change in the process on recruiter productivity due to the goal-constrained environment. The estimated cost differences between the current and alternative on-boarding process are anticipated to be small, but without knowing the potential loss in productivity while the recruiter is TAD for five weeks, it is difficult to provide a true cost-benefit analysis.

The estimated additional cost to send 1,000 new recruiters per year TAD to NORU for five weeks is approximately \$600,000/year. The study suggests that benefits could include a reduction in the overall size of the enlisted recruiting force if recruiters are able to produce more contracts during their recruiting tour. This would be dependent on the current number of recruiters on-board versus the size of the annual goal and the increased number of recruit contracts achieved per recruiting tour. Without conducting a controlled experiment, trying to predict the increased number of contracts per tour is unknown due to variables that are constantly changing, such as individual PPR, the size of the enlisted recruiting force, and yearly adjustments made to the overall recruiting goal. Enlisted recruiting contracts could increase due to the shortening of the on-boarding or decrease by taking the recruiter out of the NRD and sending him/her TAD to NORU for five weeks out of a 36-month recruiting tour.

b. Recommendation

CNRC should conduct a controlled, randomized experiment to determine the feasibility of implementing the six-month alternative on-boarding process on a permanent basis. The proposed design of the randomized experiment would include a treatment group consisting of 600 newly screened enlisted Fleet sailors in pay grade E-5 who are serving on active duty. NPC detailers would continue reserving ENRO school seat assignment. The treatment group would receive PCS orders directly to their NRD and would complete their PCS move prior to reporting to the District. While at their NRD, the treatment group would complete NRD indoctrination/BRM PQS over the next 30 days. After successful completion of BRM PQS, the new recruiter in the treatment group would report to NORU under TAD orders by their report to date. After completion of the ENRO training course, recruiters in the treatment group would draw SDAP of \$450 per month and report back to their NRD to begin Advance PQS. The treatment recruiter would have four months to complete Advance PQS upon returning to their NRD.

The control group would consist of all recruiters who were not in the treatment group under the current eight-month on-boarding process. The average annual output of students who attend ENRO is approximately 1,200. The recommended length of study for the controlled, randomized experiment would be three years, which is the average tour length of an enlisted production recruiter, with intermittent results after every year.

The total estimated cost to send 600 recruiters who are in the treatment group TAD to NORU for five-weeks is \$4.86 million and would require reallocation of funds from NPC to NRC. This cost is based on the average per diem, lodging, and travel cost of \$7,500 per recruiter plus the estimated \$600 cost difference for two-way travel versus one-way travel.

At the end of every year, intermittent results could be conducted by comparing the average PPR of recruiters in the experimental group to that of recruiters in the control group. At the end of the experiment, surveys with LPOs could also be conducted to determine the reduction of skill decay, time differences to complete

Advance PQS, and if the recruiters in the treatment group were better prepared to meet the challenges of recruiting. A two-sample t-test for equal, but unknown, variance could be used to determine the statistical significance of differences in PPR.

2. Difference in Productivity across Enlisted Ratings

Do certain enlisted ratings, based on the required ASVAB scores, have a higher PPR than other enlisted ratings and what are the implications for getting more or fewer recruiters from certain ratings?

a. Conclusion

The Navy has adopted an RAB to screen potential recruiters. Because recruiters serve as ambassadors of the Navy to the communities in which they serve and provide the critical manpower supply needed for sustained operations, it is important for the Navy to make good decisions about which recruiters will be cost effective.

The results of this study suggest that ratings that require higher cognitive ability, on average, slightly outperformed ratings with lower cognitive ability during initial recruiter training at NORU. The data suggests that course grades at NORU, on average, were 3% higher for some ratings that required higher minimum ASVAB sub-scores. The results are statistically significant, but the effects were small.

In addition, the results of this study suggest that E-5 recruiters have higher PPRs than E-6 recruiters, which suggests the Navy might consider a policy of shifting toward more E-5 recruiters and fewer E-6 recruiters. The benefit to the Navy would be the lower cost of the E-5 recruiters; however, the cost would be the loss of experienced leadership needed to fill LPO positions. If the Navy were to identify the annual average openings for LPO positions and restricted those to E-6 pay grades, it could allow the Navy to select and keep the highest-performing production recruiters.

Furthermore, there was a slight difference in recruiter productivity between some ratings that required higher cognitive ability and some ratings with lower cognitive ability. The results of this study do suggest differences in productivity among all the various ratings.

b. Recommendation

Due to the large number of observations lost during the data merging process, further research is recommended to fully quantify the cost of a rating screening process and understanding the differences in cognitive ability, the different cultures of each rating, and their correlation to recruiting performance.

CNRC and the Naval Postgraduate School (NPS) should conduct further research by including the recruiter's full SSN to the NORU data file. This would allow a majority of the observations to be successfully merged together. A detailed analysis, using four years of available data capturing the recruiter's performance at NORU and the recruiter's productivity during a three-year recruiting tour, would be recommended for further analysis.

C. FUTURE RESEARCH

Navy enlisted recruiting is a challenging job that is unique and important to the vital missions carried out by the Navy. In a budget-constrained environment, it is important that research be continued for finding new ways of improving recruiter productivity.

1. Effects of Demographics on Recruiter Productivity

This study primarily focused on the effects of cognitive skills on recruiter productivity. Obviously, there are many other contributing factors that might explain or help to predict individual recruiter productivity. Future research could include recruiter demographics such as race, gender, ASVAB scores, level of education completed, marital status, number of years served, and age. The results could help to identify certain demographics that may lead to higher productivity.

2. Enlisted Recruiter Selection

Future research could include capturing more observations merged from the PRIDE and NORU data files to validate the differences between recruiter rating productivity. The results could be used to help determine enlisted Navy recruiter selection.

3. ENRO Course Reduction

Over the course of this study, it was noted that several of the same topics were taught at NORU and during NRD indoctrination. According to some of the interviewed CANRECs, they felt that the NORU course could be shortened by a week, as they had just completed their basic PQS requirements, had been exposed to other experienced recruiters, and noticed some similarities between indoctrination/BRM PQS and the ENRO course taught at NORU. It is possible that the ENRO course could be shortened by eliminating the overlapping areas that are taught and completed during indoctrination. Analyzing the costs and benefits of this curriculum change is a topic recommended for further research.

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APPENDIX A. ENLISTED NAVY RECRUITING ORIENTATION (ENRO) COURSE SCHEDULE

INDOC WEEK		
ALL NEW CLASSES ROOM C-1		
MON		
Welcome to NORU Brief		0700-0730
Check in Paperwork- HT/WT/BF		0730-0830
Administration	Admin	0830-0930
Sysad	SYSAD	0930-1030
SEL/ENRO CR BRIEF	SEL/ENRO CR	1030-1100
Initial Interviews	All Instructors	1100-1200
Lunch		1200-1300
ENRO SI/DEPT HEAD BRIEF	NAVY MCCARTHY, J. J. PHELPS	1300-1330
1.1 Financial Awareness		1330-1400
1.2 Operational Stress Control		1400-1430
1.3 Listening		1430-1500
OIC BRIEF		
TUE		
1.4 Fitness and Nutrition		0700-0800
1.5 CPR	INSTRUCTORS	0800-1200
Lunch		1200-1300
1.6 Navy Pride and Professionalism		1300-1530
WED		
Speech Labs (Audience)		0830-0930
1.6 Navy Pride and Professionalism (Cont.)		0930-1200
Lunch		1200-1300
1.6 Navy Pride and Professionalism (Cont.)		1300-1600
1.7 AAA Driver Safety	AAA INSTRUCTOR	1600-1700
THU		
Physical Training	All Hands	0630-0800
1.7 AAA Driver Safety	AAA INSTRUCTOR	0900-1100
Lunch		1100-1200
1.5 AAA Driver Safety (Cont.)	AAA INSTRUCTOR	1200-1530
FRI		
Class Inspection	INSPECTING OFFICER	0830-0900
1.8 Public Speaking		0900-0930
Grad Clap / Class Photo		0930-0945
1.8 Public Speaking Cont..		0945-1015
1.9 Rapport		1015-1100
1.10 Qualities of a Navy Recruiter		1100-1130
Lunch		1130-1230
Financials		1230-1400

MOD 1 PROSPECTING		
SEP 17-21		
CLASS 500 ROOM B-4		
MON		
1.11 Navy Opportunities and Advantages		0830-0930
1.12 Navy Branding		0930-1030
1.13 Market Analysis/Smart		1030-1100
All Instructors Initial Interviews /Lunch		1130-1230
1.13 Market Analysis/Smart		1230-1530
1.14 Recruiting Mission/COC		1530-1630
TUE		
Physical Training	All Hands	0630-0800
1.15 The Art of Prospecting		0900-1100
PDC Evolution and Lunch		1100-1300
1.15 The Art of Prospecting (Cont.)		1300-1530
WED		
Speech Labs	All Instructors	0830-0930
1.16 HS/CC/AREA Canvassing		0930-1130
Lunch		1130-1230
1.17 ERPMS With Pate/Planner Exercise		1230-1530
1.18 ASVAB/CEP		1530-1630
School Folder Homework		
THU		
School Folder H/W Review		0900-0930
1.19 INTRO SOCIAL MEDIA		0930-1030
1.20 DPR		1030-1130
Lunch		1130-1230
1.21 DADT		1230-1330
1.22 Phone Script		1330-1430
Test Review Weeks 1 and 2		1430-1530
FRI		
CBT		0830-1000
CRITIQUES		100-1030
Graduation Assembly		1030-1100
Lunch		1100-1200
NSW/NSO BRIEF		1200-1330

→ 930

MOD 2 VALOR		
CLASS	ROOM	
MON		
Valor Introduction		0830-0930
Trends In Sales		0930-1000
Assesment Findings Reiew		1000-1030
Art and Science of Sales		1030-1100
Mod I Interviews All Instructors	All Hands	1100-1200
Lunch		1200-1300
Roadmap and Phases		1300-1700
TUE		
Physical Training	ALL HANDS	0630-0800
Review/ Day 1 Quiz		0900-0930
Understanding Your Prospect		0930-1000
Prospect, Pressures, plans & Problems	All Instructors	1000-1100
QUARTERS / LUNCH		1100-1200
Prospect, Pressures, plans & Problems	All Instructors	1200-1230
Discovery		1230-1330
Objections		1330-1430
PSVP		1430-1630
RECAP		1630-1700
WED		
Review Day 2 Quiz	All Instructors	0830-0900
Whiteboard		0900-1100
Handeling Objections		1100-1200
Lunch		1200-1300
OBJECTION DRILLS 1 ON 1		1300-1400
IN CLASS ROLE PLAYS		1400-1600
RECAP		1600-1630
HOMEWORK 3 FULL ROLE PLAYS		
THU		
WHITEBOARD ROLE PLAYS		0900-1130
LUNCH		1130-1230
WHITEBOARD ROLE PLAYS		1230-1500
TEST REVIEW		1500-1530
HOMEWORK 3 FULL ROLE PLAYS		
FRI		
Valor Sales Labs		0700-0930
CBT		0930-1030
Critiques		1030-1100
Lunch		1100-1200
Etool Kit/Go Forward Plan		1200-1330

MOD 3		
CLASS ROOM		
MON		
3.1 CRUITMAN Vol I/ MRI		0830-1000
3.3 CRUITMAN Vol II		1000-1100
Instructor Interviews / LUNCH	All Instructors	1100-1200
3.3 CRUITMAN Vol II (Cont.)		1200-1600
VOL II LOOKUPS		1600-1630
TUE		
Physical Training	All Hands	0630-0900
Vol II Homework Review		0900-0930
3.4 CRUITMAN Vol III		0930-1100
ENRO QUARTERS / LUNCH		1100-1200
3.4 CRUITMAN Vol III		1200-1230
3.5 WEB RTOOLS		1230-1530
HW: VOL III Worksheet		
WED		
VOL III Homework Review	All Hands	0830-0900
3.5 PII		0900-1000
3.6 CRUITMAN Vol IV		1000-1130
Lunch		1130-1230
3.6 CRUITMAN Vol IV cont		1230-1400
In Class Graded Phone Labs		1400-1630
THU		
Physical Training	All Hands	0630-0900
Phone Labs	STUDENTS/INSTRUCTORS	0900-1030
Vol IV H/W Review		1030-1100
Lunch		1100-1200
3.7 CIRIMS Web		1200-1300
3.8 JPAS		1300-1330
3.9 Learning Resource Center		1330-1400
Motor Voter Registration		1400-1430
Fraternization Videos		1430-1500
TEST REVIEW		1500-1530
FRI		
Computer Based Test Mod III		0830-1030
Critiques	Instructor	1030-1100
Lunch		1100-1200
4.1 Recruiter Training Pipeline		1200-1300
RTC VIDEOS / REVIEW		1300-1330

MOD 4		
CLASS	ROOM	
MON		
4.2 Cruikman Volume V		0830-1100
Lunch / Instructor Interviews		1100-1200
4.3 Ethics & Prohibited Practices		1200-1400
Ethics Rpt Report Overview		1400-1430
4.4 DEP TOOLKIT / DEP TRAINING JACKETS		1430-1530
4.5 AWARDS		1530-1630
HW: Live Phone Power		
TUE		
Physical Training	ALL HANDS	0630-0900
VALOR POINTS PLAN		0900-1030
VALOR COACHING		1030-1100
ENRO QUARTERS / LUNCH		1100-1200
VALOR COACHING CONT.		1200-1330
Capstone Speeches		1330-1430
Capstone Phone Labs		1430-1530
WED		
Speech Lab Audience	Students	0830-0930
Capstone Sales Labs 11s Without Parents		0930-1030
Capstone Points Plan lab from interview		1030-1100
Capstone Sales Labs with the influencers		1100-1200
lunch		1200-1300
Instructor Led Coaching Session		1300-1400
Capstone 72hr Indoc		1400-1500
Capstone Dep Meeting		1500-1600
Final test review		1600-1630
THU		
Physical Training	ALL HANDS	0630-0900
Admin PG 13/TRACK SUIT		0900-1000
Computer Based Test Mod IV		1000-1130
Critiques		1130-1200
Lunch		1200-1300
MRI Turn In		1300-1330
Graduation Rehearsal		1330-1430
Enro Cr Checkout Brief		1430-1530
FRI		
Muster		0830-0900
Graduation		0900-1000

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APPENDIX B. BASIC RECRUITER PQS

COMNAVCRUITCOMINST 1136.2Q
2 Nov 2011

PQS QUALIFICATION SHEET

Basic Recruiter Module

Rate/Name of Trainee	Date Reported

PQS Standard	Trainee (Signature)	PQS Qualifier (Signature)	Date
1. Station Indoctrination			
2. Production Brief			
3. Leading Petty Officer / Leading Chief Petty Officer Action Items			
4. Divisional Leading Chief Petty Officer Policy / Expectations			
5. Division Officer (DIVO) Policy/Expectations			
6. NOSC Indoctrination			
7. Officer Programs			
8. Publications/Policies			
9. Social Media Websites and Online Content			
10. Future Sailor/Officer Candidate Physical Training			
11. Final Qualification			

Enclosure (1)

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
1. Station Indoctrination									
a. Introduce to other Station recruiters									
b. Recruiter ethics and prohibited practices									
c. Personal appearance									
d. NRS appearance									
e. NRS files									
f. Business cards and stamps									
g. Required reports									
h. Use and regulations concerning government vehicles									
i. Domicile to Duty									
j. Explain proper use, allowable limits, and security of credit cards									
k. Explain vehicle security requirements									
l. Explain accident reporting procedures									
m. Explain the OPE Limit and how to process a claim in DTS									
n. Government credit cards									
o. Submission and accountability of travel requests									
p. Office security requirements									
q. Discuss the procedures when a bomb threat is received at the NRS									
r. Use and regulations concerning gov't phone systems to include cell phones									
2. Production Brief									
a. Territory analysis / assignment									
b. Explain procedures for the development of an Area Canvassing Plan (ACP)									
c. Local NAVCRUITDIST advertising brief									

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
d. Discuss the basic components of a School/Campus canvassing program									
e. Observe a thorough DPR with new recruiter to clearly define daily expectations and preparations									
f. Explain Recruiter Production Management System(RPMS) responsibilities									
g. Explain WEBRTOOLS/CIRIMS responsibilities and functions									
h. Discuss the basic function of a working tickler									
3. Leading Petty Officer / Leading Chief Petty Officer Action Items									
a. Introduce recruiter to NRS's Future Sailors/Collegiates									
b. Accompany recruiter on school/campus visit									
c. Introduce recruiter to all COIs in assigned area									
d. Demonstrate developing a COI									
e. Observe a monthly mentoring session									
f. Model prospecting in all modes									
g. Complete a Sales Lab using enclosure (7) of COMNAVCRUITCOMINST 1500.4 (place in the training jacket)									
h. Model an interview with new recruiter									
i. Ensure WEBRTOOLS/CIRIMS accounts are created									
j. Delegate collateral duties in writing									
k. Update letter to police and fire department									
4. Divisional LCPO Policy/Expectations									
a. Discuss individual's goals and development plan									
b. Fraternization/Sexual Harassment policy									
c. Ethics and prohibited practices									

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	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
d. Monthly training requirements									
e. PQS requirements									
f. In-Rate training requirements									
g. Recruiter Evaluation Board procedures									
h. Individual training record requirements									
i. Complete a Sales Lab using enclosure (7) of COMNAVCRUITCOMINST 1500.4 (place in the training jacket)									
5. DIVO Policy and Expectations									
a. Discuss individual's goals and development plan									
b. Ethics and prohibited practices									
c. Introduce new Recruiter to Division/NAVCRUITDIST Ombudsman									
d. Complete a Sales Lab using enclosure (7) of COMNAVCRUITCOMINST 1500.4 (place in the training jacket)									
6. NOSC Indoctrination									
a. Visit during a drill weekend									
b. Meet with RESPAY Petty Officer									
c. Discuss reserve benefits									
d. Obtain annual drill schedule									
7. Discuss the following officer programs: (Program Authorizations, COMNAVCRUITCOMINST 1131.2)									
a. Medical programs									
b. Nuclear programs									
c. General Officer programs									
d. Reserve Officer programs (NAVET)									

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	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
e. Direct Commission-Reserve									
8. Publications/Policies									
a. Demonstrate a basic knowledge of each volume of the COMNAVCRUITCOMINST 1130.8 and 1131.2									
b. Demonstrate a basic knowledge of the Recruiting Quarterdeck									
9. Social Media Websites and Online Content (www.chinfo.navy.mil/socialmedia.html, www.navy.com, and www.cnrc.navy.mil)									
a. Review and discuss the do's and don'ts of social media websites within the training under Social Media Training products at www.chinfo.navy.mil/socialmedia.html									
b. Review NAVCRUITCOM, NAVCRUITDIST, and NAVCRUITSTA Facebook pages									
c. Demonstrate the ability to navigate the official Navy and Navy Recruiting Command websites and discuss resources available									
d. Demonstrate the ability to download and incorporate official Navy videos and images into presentations									
10. Future Sailor/Officer Candidate Physical Training									
a. State the requirements from the "Required Actions Prior to Physical Training" Section of the Recruiter Guide for Physical Training									
b. Review and explain the before, during, and after PT requirements from the ORM checklist in the Recruiter Guide for Physical Training									
c. Demonstrate the ability to calculate wet bulb globe temperature and wind chill temperature for the locale where physical training is to be conducted									

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	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
d. Explain the duration and recommended exercises contained in the Warm-Up & Stretching portion of the Fitness & Nutrition guide's exercise sequence									
e. Explain the differences between Low, Moderate, and High Intensity Work Outs from the guide									
f. Explain the duration and recommended exercises contained in the Cool-Down & Stretching portion of the Fitness & Nutrition guide's exercise sequence									
g. Demonstrate the ability, under qualified supervision, to conduct the recommended exercise sequence from the guide									
h. Discuss the requirements for conducting a voluntary Initial Fitness Assessment (per COMNAVCRUITCOMINST 1130.8)									
i. Discuss the helpful guidelines for a healthy diet from the Nutrition Section of the Guide									
11. Final Qualification									
a. Complete CFL Certification-NAVPERSCOM Course(CPD-CFL-010) on NKO									
b. Complete Supervisor-Managing Your Team's Risk Course(CPPD-ORM-MYTR-1.0) on NKO									
c. Complete CPR certification									

12. Record of Qualification:

a. Recommended for PQS Qualification Board. Date: _____

I, _____, certify that _____
(Name/Rate/Qualifier Position) (Name/Rate/NAVCRUITSTA)
is ready for final qualification by a PQS Board for the position of Basic Recruiter.

Qualifier's Signature _____

b. Qualification Board: Date: _____

We certify the examinee to be fully qualified for the position of Basic Recruiter.

Board President (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

c. Reviewed: Date: _____

Executive Officer, NRD/ _____
(Signature) _____

d. Approved: Date: _____

Commanding Officer, NRD/ _____
(Signature) _____

e. Service Record Entry (Page 4) Date: _____

Administrative Officer, NRD/ _____
(Signature) _____

You are hereby granted an extension. Your new maximum qualification date is _____.
(Attach a copy of extension request with justification).

NRD Executive Officer

Copy to:
Member's Training Record

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APPENDIX C. ADVANCE RECRUITER PQS

COMNAVCRUITCOMINST 1136.2Q
2 Nov 2011

PQS QUALIFICATION SHEET

Advanced Enlisted Recruiter Module

Rate/Name of Trainee	Date Reported To Command	Date Basic PQS Complete

PQS Standard	Trainee (Signature)	PQS Qualifier (Signature)	Date
1. Recruiter Awards and Recognition			
2. Station Market Analysis and Review Techniques (SMART)			
3. Recruiter Production Management System (RPMS)			
4. Area canvassing and Itineraries			
5. Sales			
6. Reserve/Active Recruiting Programs			
7. Prospecting			
8. WEBRTOOLS/CIRIMS			
9. High School and College Canvassing			
10. Applicant Processing			
11. DEP Leadership/Management			
12. Final Qualification			

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
1. Recruiter Awards and Recognition									
a. Explain the following incentives:									
1) NAVCRUITDIST Awards instruction									
2) NAVCRUITREG Awards instruction									
3) NAVCRUITCOM Awards instruction									
4) RCAP									
2. Station Market Analysis and Review Techniques (SMART)									
a. Identify and explain the function of all segments of the SMART system and how they relate to each other									
b. Demonstrate the ability to explain the recruiter territorial breakdown and high propensity areas									
3. Recruiter Production Management System (RPMS)									
a. Discuss recruiter responsibility in the development of the station planner									
b. Discuss recruiter responsibility when conducting a DPR									
c. Demonstrate the ability to build a prospecting plan utilizing all modes of prospecting to include social media/networking									
d. Kit tracking									
e. Describe how to use the NAVCRUITCOM Reserve Attainment Report									
f. Discuss the purpose of the Production Analysis/Training Evaluation (PATE) Sheet and how the accuracy of all entries increase success									
4. Area canvassing and Itineraries									
a. Explain the purpose of an Area Canvassing Plan (ACP)									

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
b. Explain the proper planning and development of an ACP using the following applicable elements									
c. Explain the importance of pre-prospecting for an ACP									
d. Demonstrate an ACP									
5. Sales									
a. Describe the need satisfaction selling process									
b. Establish rapport with an applicant									
c. Blueprint an applicant and record all the information in WEBRTOOLS or CIRIMS									
d. Describe the goal, when and how, of the opening skill set									
e. Demonstrate the ability to support an applicant's need(s) using a key support feature relating the benefit(s) to the applicant's circumstances									
f. Describe and demonstrate the goal, when and how, of the closing skill set									
g. Describe and demonstrate the when and how of the Indifference skill set									
h. Describe the when and how of the following applicant concerns									
1) Skepticism									
2) Misunderstanding									
3) Drawback									
i. Demonstrate the ability to resolve/handle an applicant's concern									
j. Demonstrate/Simulate the ability to effectively handle a QNE on deck at MEPS using PSS & applicant information/needs									
k. Demonstrate the ability to log into and complete a full sales lab utilizing the Navy Recruiting Simulation Tool (NRST)									

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E	T R A I N E R	D A T E	T R A I N E E	T R A I N E R	D A T E	T R A I N E E	T R A I N E R	D A T E
1. Conduct a sales lab with the DIV-O or DLCPD									
6. Navy Reserve/Active Recruiting Programs (COMNAVCRUITCOMINST 1130.8). Identify current programs/explain requirements:									
a. NAVET									
b. OSVET									
c. Direct Procurement Enlistment Program (DPEP)									
d. Recruiting Selective Conversion for Reenlistment Reserve (RESCORE-R) program									
e. Navy Challenge program									
f. School Guarantee (SG) program									
g. New Accession Training (NAT) program									
h. Professional Apprenticeship Career Track (PACT) program									
i. Prior Service Reenlistment Eligibility (PRISE) III program									
j. Advanced Electronics Field (AEF)/Advanced Technical Field(ATF)									
k. Heritage Language Recruiting (HLRP) program									
l. Loan Repayment Program (LRP)									
m. College First Program (CFP)									
n. Navy Music program									
o. Advanced Paygrade program									
7. Prospecting									
a. Discuss and Demonstrate the ability to generate appointments in the following modes:									
1) Phone									
2) DEP referrals									
3) Other referrals(COI, applicant, HARP/SEMINAR and other service)									
4) PDC									

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E R	D A T E	T R A I N E E R	T R A I N E R	D A T E	T R A I N E E R	T R A I N E R	D A T E
5) LEADS (Local and National)									
b. Describe the prospecting requirements for LEADS									
c. Describe the prospecting requirements for Online Applications									
d. Discuss and Demonstrate the ability to blueprint applicants in the following areas:									
1) BEERS									
2) Medical									
3) Police									
4) Moral									
8. WEBRTOOLS/CIRIMS									
a. Demonstrate the basic operation of the Prospect Record System (to include the Working Tickler function, record query and all market segment requirements)									
b. Create, update and document an applicant data/prospect record to include blueprinting, contact history, referrals, awards etc									
c. Explain how a properly completed applicant record generates an almost complete applicant log entry									
d. Update DEP record									
e. Describe the recruiter's responsibility for data record location									
9. High School and College Canvassing									
a. Demonstrate the proper usage of a high school/college folder									
b. Conduct a school/campus visit accomplishing the minimum activity required by the high school/college folder									
c. Prepare and deliver a Navy presentation to a group (faculty, staff, or student body)									

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
d. Discuss and demonstrate the ability to develop Centers of Influence (COI)									
10. Applicant Processing									
a. Explain EST testing and retesting policy									
b. Explain the policy and administration procedures for initial and retesting of the ASVAB									
c. Physical Processing									
d. Applicant Lodging									
e. Special Testing and Waivers									
f. Reserve Applicant Flow									
g. CIRIMS Reservations (Book/Unbook Reservations)									
h. Drill/Indoctrination requirements. (Attach/Submit Drill Verification via CIRIMS)									
i. Discuss and demonstrate the ability to prepare a basic enlistment (AC/RC) kit, including active and NAVET enlistment, NAVET affiliations, NAT, DPEP, and OSVET									
j. Waiver enlistment (local and higher authority)									
k. Explain the requirements and procedures for completing JPAS									
11. DEP Leadership/Management									
a. Explain the importance of and demonstrate the ability to conduct a 72-hour DEP indoctrination									
b. Conduct a DEP Re-certification									
c. Discuss DEP referral techniques									
d. Prepare and conduct a DEP meeting under supervision of the LPO/LCPO utilizing the Electronic DEP Tool Kit and START Guide contents									

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2 Nov 2011

	Discuss/ Initial			Demonstrate/ Initial			Remedial/ Re-qualify		
	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E	T R A I N E E R	T R A I N E E R	D A T E
e. Explain how to advance through PQS and the Referral Recognition Program (COMNAVCRUITCOMINST 5305.1)									
f. Discuss the requirements for future Sailor/parental contacts from swear in at MEPS to the final letter at RTC									
g. Discuss the importance of sales to continuously probe future Sailor's needs and resell them with relevant features and benefits									
h. Discuss what it means to be a mentor/leader to all future Sailors; preparing them mentally and physically for success at RTC to include the START guide and DEP PQS									
i. Explain the requirements and procedures for DEP PQS and NIDT testing, reporting, and drug module completion requirements									
12. Final Qualification									
a. Attend PSA workshop within six months from report date (maintain copy of certificate in recruiter training jacket)									

13. Record of Qualification:

a. Recommended for PQS Qualification Board. Date: _____

I, _____, certify that _____
(Name/Rate/Qualifier Position) (Name/Rate/NAVCRUITSTA)
is ready for final qualification by a PQS Board for the position of Advanced
Enlisted Recruiter.

Qualifier's Signature _____

b. Qualification Board: Date: _____

We certify the examinee to be fully qualified for the position of Advanced
Enlisted Recruiter.

Board President (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

Board Member (Name/Rate/Position) _____ (Signature) _____

c. Reviewed: Date: _____

Executive Officer, NRD _____

(Signature)

d. Approved: Date: _____

Commanding Officer, NRD _____

(Signature)

e. Service Record Entry (ESR entry) Date: _____

Administrative Officer, NRD _____

(Signature)

You are hereby granted an extension. Your new maximum qualification date is
_____. (Attach a copy of extension request with justification).

NRD Executive Officer

Copy to:
Member's Training Record
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APPENDIX D. ASVB TEST SCORE QUALIFICATION

COMNAVCRUITCOMINST 1130.8J – VOLUME IV – CH2

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
ABE/5YO Aviation Boatswain's Mate (Launch and Recovery Equipment) (AN)	VE+AR=MK+AS=184	20/100 UNCORR Note (1)	X	X				60		Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
ABF/5YO Aviation Boatswain's Mate (Fuels) (AN)	VE+AR+MK+AS=184	20/100 UNCORR Note (1)	X	X				60		Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception. Must hold a valid state drivers license.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
ABH/5YO Aviation Boatswain's Mate (Aircraft Handling) (AN)	VE+AR+MK+AS=184	20/100 UNCORR Note (1)	X	X				60		Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
AC/5YO Air Traffic Controller (AN)	VE+AR+MK+MC=220 Or VE+MK+MC+CS=220	20/200 UNCORR Note (1)	X	X	X	X		60	X	Must be 18 years old upon school entry. Be physically qualified per MANMED ARTICLE 15-95. No history of drug abuse. Persons convicted by federal/state statutes for drug offense(s) are not eligible. No waivers authorized. Must meet hearing standards contained in MANMED ARTICLE 15-86.

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
AD Aviation Machinist's Mate (AN)	VE+AR+MK+AS=210 Or VE+AR+MK+MC=210	X	X	X				48		Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
AE Aviation Electrician's Mate (AN)	AR+MK+EI+GS=222 Or VE+AR+MK+MC=222	X	X			X		48	X	Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
AG Aerographer's Mate (AN)	VE+MK+GS=162		X			X		48	X	
AM Aviation Structural Mechanic (AN)	VE+AR+MK+AS=210 Or VE+AR+MK+MC=210	X	X	X				48		Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
AME/5YO Aviation Structural Mechanic (Safety Equipment) (AN)	VE+AR+MK+AS=210 Or VE+AR+MK+MC=210	X	X	X				60		Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
AO/5YO Aviation Ordnanceman (AN)	VE+AR+MK+AS=185 Or MK+AS+AO=140	20/100 UNCORR Note (1)	X	X		X		60	X	Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
AS Aviation Support Equipment Technician (AN)	VE+AR+MK+AS=210 Or VE+AR+MK+MC=210		X					48		
AT Aviation Electronics Technician (AN)	AR+MK+EI+GS=222 Or VE+AR+MK+MC=222	X	X			X		48	X	Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
AV Aviation Avionics (AN)	AR+MK+EI+GS=222 Or VE+AR+MK+MC=222	X	X			X		48	X	Vision must correct to 20/20. Must have full field of vision. Must have normal depth perception and color perception.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
AW Naval Aircraftman	VE+AR+MK+MC=210 Or VE+AR+MK+AS=210	X	X	X	X	X		72	X	AW rate is only available via the Aircrew Programs. Must volunteer for duty involving aerial flight and be physically qualified and psychologically adapted for flight per the appropriate MANMED Article. Must be certified as Class II swimmer prior to completion of Recruit Training, with the potential of qualifying as Class I swimmer during AW training. Rescue swimmer and sea-air rescue training included in AW guarantee, therefore strong swimmers are desired. No history of drug abuse.
Aviation Weight: The maximum acceptable weight is 245 pounds. There is no waiver of this requirement since this is the maximum weight for ejection seat capacity. Body Fat: Males must be less than or equal to 22 percent. Females must be less than or equal to 30 percent. Note: Hay fever, Asthma, Bee Sting, or food allergic reaction and chronic motion sickness are general medical disqualifiers. All AWs will be accessed either as AIRR ATF or AIRC ATF. Refer to Section 3 Navy Challenge Program for AIRR. Refer to Section 7 Aircraftman Program for AIRC.										
AZ Aviation Maintenance Administration- man (AN)	VE+AR=102					X		48	X	

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
BM/5YO Boatswain's Mate (SN)	VE+AR+MK+AS=175 Or MK+AS+AO=135		X		X			60		HSDG or HSG required. U.S. citizenship is required for assignment to nuclear powered aircraft carriers.
BU/5YO Builder (SN)	AR+MC+AS=145			X				60		Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.
CE/5YO Construction Electrician (SN)	AR+MK+EI+GS=201	X	X					60		
CM/5YO Construction Mechanic (SN)	AR+MC+AS=162							60		
CS Culinary Specialist (SN)	VE+AR=88							48		
CSS/5YO Culinary Specialist (Submarine) (SN)	AR+MK+EI+GS=200 Or VE+AR+MK+MC=200				X	X	X	60	X	Refer to Note 9. Must sign NAVPERS 1070/613 Volunteer for Submarine Duty. Must meet drug/alcohol abuse criteria specified in Volume II. Closed to females.
CT Cryptologic Technician (SN) (CTI, CTM, CTN, CTR, CTT)										HSDG or HSG required. IAW ICD 704, applicants with non-citizen immediate family members may be approved. At RTC applicant must participate in an in-depth personal security screening interview conducted by a NAVYCYBFOR special representative. Moral turpitude offense(s) are generally disqualifying. The PSSQ is required and must be in the service record and residual file. Applicants who are former Peace Corps members are not eligible. Must meet drug abuse criteria specified in Volume II.

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
CTI/ATF Cryptologic Technician Interpretive (SN)	VE+MK+GS=162			X		X SSBI		72	X	Refer to Exhibit 010201.
CTM Cryptologic Technician Maintenance (SN)	AR+MK+EI+GS=223		X			X SSBI		48	X	See remarks for CT.
CTN/ATF Cryptologic Technician Networks (SN)	AR+2MK+GS=235 OR VE+AR+MK+MC=235	X		X		X SSBI		72	X	Refer to Exhibit 010201.
CTR Cryptologic Technician Collection (SN)	VE+AR=109			X		X SSBI		48	X	See remarks for CT.
CTT Cryptologic Technician Technical (SN)	VE+MK+GS=162		X	X	X	X SSBI		48	X	See remarks for CT.
DC Damage Controlman (FN)	VE+AR+MK+AS=205 Or VE+AR+MK+MC=205		X					48		Applicants will attend Basic Engineering Common Core (BECC) and will be assigned to their first permanent duty station with no additional training.
EA/5YO Engineering Aid (SN)	AR+2MK+GS=207							60		Must have completed ½ year of high school or one college quarter or semester Trigonometry. Minimum grade of "C" required. Course title must be specifically Trigonometry.

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
EM/5YO Electrician's Mate (FN)	VE+AR+MK+MC=210 Or AR+MK+EI+GS=210		X					60		Applicants will attend Basic Engineering Common Core (BECC) and will attend an approximately two-week Apprentice Technical Training (ATT) prior to assignment to their first permanent duty station.
EN Engineman (FN)	VE+AR+MK+AS=200 Or VE+AR+MK+AO=205			X				48		Applicants will attend Basic Engineering Common Core (BECC) and will be assigned to their first permanent duty station with no additional training.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
EO/5YO Equipment Operator (SN)	AR+MC+AS=145		X	X				60		Must have stereoscopic vision. No Driving Under the Influence (DUI) within a one-year period of attending "A" School. Must hold a valid state driver's license. No major vehicle accident to include damages to private, state, or government property in excess of \$5000 or hitting a pedestrian.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
GM Gunner's Mate (SN)	AR+MK+EI+GS=205		X	X		X		48	X	No history of drug abuse.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
GSE/5YO Gas Turbine System Technician (Electrical) (FN)	VE+AR+MK+MC=210 Or AR+MK+EI+GS=210		X					60		Applicants will attend Basic Engineering Common Core (BECC) and will attend an approximately two-week Apprentice Technical Training (ATT) prior to assignment to their first permanent duty station.
GSM/5YO Gas Turbine System Technician (Mechanical) (FN)	VE+AR+MK+AS=200 Or VE+AR+MK+AO=205		X					60		Applicants will attend Basic Engineering Common Core (BECC) and will be assigned to their first permanent duty station with no additional training.

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
HM/5YO Hospital Corpsman (SN)	VE+MK+GS=156							60		Applicants must be informed that they will be assigned to duties involving direct patient care and clinical services and may be assigned to the Fleet Marine Force (FMF) for duty. Licensed physicians, dentists, nurses, or graduates of a medical, dental, or nursing school in any country are ineligible for this rating. No history of drug abuse or commission of offenses involving alcohol, narcotics, or other controlled substances with the exception of experimental or casual use of marijuana. Applicants must be of highest standards as requirements are strictly adhered to before accession into the HM community. Include all transcripts with records (used to determine subspecialties qualified for). Refer to Article 010608 for Dental Assistant training specifics.
HM Dental Assistant/5YO Hospital Corpsman (SN)	VE+MK+GS=156		X					60		
HT Hull Maintenance Technician (FN)	VE+AR+MK+AS=205 Or VE+AR+MK+MC=205		X	X		X		48	X	Applicants will attend Basic Engineering Common Core (BECC) and will attend follow-on training lasting approximately 30 days prior to assignment to their first permanent duty station.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
IC Interior Communications Electrician (FN)	AR+MK+EI+GS=213		X			X		48	X	
IS/ATF Intelligence Specialist (SN)	VE+AR=107	X	X		X	X SSBI		72	X	Refer to Exhibit 010201.

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
IT Information Systems Technician (SN)	AR+2MK+GS=222 Or AR+MK+EI+GS=222		X	X	X	X SSBI		48	X	IAW ICD 704, applicants with non-citizen immediate family members may be approved. Moral turpitude offense(s) are generally disqualifying. Must meet drug abuse criteria specified in Volume II. The PSSQ is required and must be in the service record and the residual file.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
LN Legalman (SN)	VE+MK=105 Or VE+MK+CS=157				X	X		48	X	Must be HSDG or HSG. Must type minimum of 40 WPM when enlisted. No NJP or civil involvement within past 24 months (except minor traffic). No drug or alcohol waivers above NAVCRUITDIST CO level. Must be eligible for security clearance.
LS Logistics Specialist (SN)	AR+VE=102							48		
LSS Logistics Specialist (Submarine) (SN)	AR+MK+EI+GS=200 Or AR+VE+MK+MC=200	X		X	X	X	X	48	X	Refer to Note 9. Must sign NAVPERS 1070/613 Submarine Duty Volunteer. Must meet drug/alcohol abuse criteria specified in Volume II. Closed to females.
MA Master-at- Arms (SN)	WK+AR=98 And WK=43	X	X	X	X	X		48	X	Must be HSDG or HSG. Must possess valid driver's license. No NJP or civil involvement within past 36 months (except minor traffic). No drug or alcohol waivers above NAVCRUITDIST CO level. Must be eligible for security clearance. PSSQ screening required.
MC/5YO Mass Communication Specialist (SN)	VE+AR=115	X	X			X		60	X	HSDG/HSG required.
MM Machinist's Mate (FN)	VE+AR+MK+AS=200 Or VE+AR+MK+AO=205			X				48		Applicants will attend Basic Engineering Common Core (BECC) and will be assigned to their first permanent duty station with no additional training.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
MMS/5YO Machinist's Mate (Submarine) (FN)	VE+AR+MK+MC=210	X	X	X	X	X	X	60	X	Refer to Note 9. Must sign NAVPERS 1070/613 Submarine Duty Volunteer. Must meet drug/alcohol abuse criteria specified in Volume II. Closed to females.
MN Mineman (SN)	VE+AR+MK+MC=210 Or AR+MK+EI+GS=210		X			X		48	X	Must be able to pass overseas screening per MILPERSMAN ARTICLE 1300-302. No pre-service drug, alcohol, or conduct waivers allowed.
MR Machinery Repairman (FN)	VE+AR+MK+AS=205 Or VE+AR+MK+MC=205	X		X				48		Applicants will attend Basic Engineering Common Core (BECC) and will attend follow-on training lasting approximately 30 days prior to assignment to their first permanent duty station.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
MU Musician (SN)	Selection based on personal audition at School of Music or Navy Band. ASVAB test score qualification: 35. (no line score criteria)									Refer to Volume IV, Chapter 3, Section 12 for specifics.
OS/5YO Operations Specialist (SN)	VE+MK+CS=157 Or AR+2MK+GS=210		X	X	X	X		60	X	Must meet drug/alcohol abuse criteria specified in Volume II.
PR Aircrew Survival Equipmentman (AN)	VE+AR+MK+AS=185 Or MK+AS+AO=140	X	X					48		Visual acuity (near and distant) must correct to 20/20 or better in each eye and correction must be worn per MANMED Article 15-99. Must meet color perception standards contained in MANMED ARTICLE 15-85. No obvious heterotropia or symptomatic heterophoria (NOHOSH).
PS Personnel Specialist (SN)	VE+MK=105 Or VE+MK+CS=157							48		Must not have been convicted or received punishment for any crime incident to larceny or fraud by a court-martial under UCMJ Article 15 or by a civilian court within the previous 36 months.

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
QM/5YO Quartermaster (SN)	VE+AR=96	X	X		X	X		60	X	
RP Religious Program Specialist (SN)	VE+MK=105 Or VE+MK+CS=157				X	X		48	X	Must complete favorable interview by Chaplain/RP Screening Committee at RTC. HSDG or equivalent with successful completion of 10 th grade. Repeat military offenders and personnel convicted by military or civilian authorities of any criminal offense reflecting unfavorably upon their character or integrity are ineligible for the RP rating. Moral turpitude offense(s) are disqualifying. Ministers, Priests, or Rabbis are ineligible for this rating. Must possess a valid state driver's license.
SH/5YO Ship's Serviceman (SN)	VE+AR=95							60		No conviction from any crime of larceny or fraud within previous 36 months.
STG Sonar Technician (Surface) (SN)	AR+MK+EI+GS=223		X	X		X PRP		48	X	Must meet minimum auditory requirements set forth in NAVPERS 18068. Must meet drug abuse criteria specified in Volume II.
Audiometric Hearing Levels: Pure tone at 500, 1000, and 2000 cycles per second for each ear of not more than 30dB on the average with no individual level greater than 35dB at those frequencies. Pure tone level not more than 45dB at 3000 cycles per second or 55dB at 4000 cycles per second for each ear.										
SECF Submarine Electronics/ Computer Field (SN)	AR+MK+EI+GS=222 Or VE+AR+MK+MC=222		X	X	X	X SSBI	X	60	X	Refer to Note 9. Must sign NAVPERS 1070/613 Submarine Duty Volunteer. Must meet drug/alcohol abuse criteria specified in Volume II. Closed to females. Guarantee is for ST, FT, or ET Class "A" School with submarine volunteers required. PSSQ Screening Required.
SW Steelworker (SN)	AR+MC+AS=145							60		

EXHIBIT 010601. SCHOOL GUARANTEE PROGRAM MATRIX

Rating/ School	ASVAB Test Score Qualification	Vision Corr 20/20	NCP	NH	NSI	SCE	Sub Qual	Mos Obli Serv	US Cit	Remarks
UT Utilitiesman (SN)	AR+MK+EI+GS=201							60		
YN Yeoman (SN)	VE+MK=105 Or VE+MK+CS=157					X		48	X	
YNS Yeoman (Submarine) (SN)	AR+MK+EI+GS=200 Or VE+AR+MK+MC=200				X	X SSBI	X	48	X	Refer to Note 9. Must sign NAVPERS 1070/613 Submarine Duty Volunteer. Must meet drug/alcohol abuse criteria specified in Volume II. Closed to females. PSSQ Screening Required

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